DOCUMENT RESUME

ED 213 415 IR 010 042

AUTHOR	Kelly, Joanne; And Others
TITLE	Library Curriculum Guide and Handbook for Librarians. Revised Edition.
INSTITUTION	Urbana School District 116, Ill.
PUB DATE	Dec 79
NOTE	312p.
AVAILABLE FROM	Joanne Kelly, Librarian, Thomas Paine School, 1801 E. Florida, Urbana, IL 61801 ($8.00).
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Censorship; Curriculum; Elementary Secondary Education; *Learning Activities; Librarians; Library Acquisition; *Library Administration; *Library Instruction; Library Materials; Library Material Selection; *Library Skills; *Reference Materials; *School Libraries

ABSTRACT

This 2-part handbook for school librarians and media specialists addresses both the library skills curriculum for the school district (K-12) and administrative procedures for school libraries. The first section lists general student goals for library instruction, ideas for skills and activities to be taught at all grade levels, and the thinking processes that are the desired outcome of the instruction. A brief discussion of the library skills curriculum includes a sequence of developmental concepts as well as an overview of the program. The curriculum for each grade level is presented in tabular form, including developmental concepts, procedures, materials, and integrated classroom activities; separate lists of resources are provided for the various grade levels. The administrative section begins with hints for the new librarians and proceeds to selection tools, policy, and procedures for dealing with challenged materials; ordering procedures; maintenance and management, including personnel, record keeping, inventory, and procedures for collection maintenance; supplementary resources, i.e., other libraries, library systems, and community resources; and such miscellaneous matters as substitutes, gifts, and reserves systems. Descriptions of instructional activities and worksheets for students are appended. (RBF)

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LIBRARY CURRICULUM GUIDE
and
HANDBOOK FOR LIBRARIANS

Revised Edition
Urbana, Illinois, School District #116
December, 1979

IR010 042

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Grateful acknowledgement is expressed to Margaret Dees and Ramona Hayes for their critical reading of the material.

TABLE OF CONTENTS

I. Library Curriculum

Library Skills Curriculum

Philosophy 3

- I. General Student Goals 4
- II. Main Ideas 5
- III. Thinking Processes 7
- IV. An Introduction to the Skills Curriculum 8
- V. The Curriculum 11
  - 1. Kindergarten 12
    - Orientation 12
    - The Book 19
    - Bibliography 20
  - 2. First Grade 21
    - Orientation 21
    - The Book 22
    - Arrangement of Easy Books 23
    - Bibliography 24
  - 3. Second Grade 25
    - Orientation 25
    - The Book 27
    - Arrangement of Books 29
    - Bibliography 31
  - 4. Third Grade 33
    - Orientation 33
    - The Book 34
    - Arrangement of Books 36
    - Card Catalog 39
    - Encyclopedia 40
    - Bibliography 43
  - 5. Fourth Grade 44
    - Orientation 44
    - The Parts of the Book 45
    - Alphabetizing Easy Books 47
    - Fiction Arrangement 48
    - Story Collection 50
    - Nonfiction Arrangement 51
    - The Card Catalog 54
    - Periodicals 57
    - Vertical File 58
    - Use and Care of Audiovisual Equipment 59
    - Bibliography 61

TABLE OF CONTENTS

6. Fifth Grade Skills 63
Orientation 63
Arrangement of Materials 64
Card Catalog 65
The Parts of the Book 66
Biography Arrangement 67
Dictionary 68
Encyclopedia 69
Geographical Tools 75
Bibliography 76

7. Sixth Grade Skills 77
Orientation 77
Arrangement of Materials 78
Parts of the Book 79
The Card Catalog 80
Encyclopedia 81
Special Reference Resources 82
Report Writing 86
Biographical Reporting 91
Bibliography 92

8. Seventh, Eighth and Ninth Grade 93
Orientation for Seventh Grade 93
Using the Reader's Guide 94
Using Biographical Reference Tools 97
Using Encyclopedias and Special Dictionaries 100
Using Special Reference Tools 101
Using Geographical Tools 103
Operation and Care of 16 mm. Projectors 105
Using and Making Bibliographies 106
Bibliography 107

9. Tenth, Eleventh and Twelfth Grade 109
Orientation 109

II. Handbook for Librarians

Hints for New Librarians 112

A. Selection 113
1. Tools 113
2. Policy 114
3. Procedure for Challenged Materials 115

B. Ordering Procedures 120
1. Library Supplies 120
2. Books 120
3. Audiovisual Materials 124
4. Magazines 126
5. Government Documents 126
6. Government Funded Programs (Title IV) 127
7. 16 mm. Films 128

TABLE OF CONTENTS

C. Maintenance and Management 130
- 1. Library Personnel 130
  - a. Clerks and aides 130
  - b. Volunteers 130
  - c. Students 131
  - d. Other Sources 133
- 2. Record Keeping 133
  - a. Budget Records 133
  - b. Order Records 134
  - c. Magazine Records and Holdings 134
  - d. Standard Catalogs 134
  - e. Record of Holdings 134
  - f. Circulation Statistics 135
- 3. Inventory 136
- 4. Bindery Procedures and Mending 137
- 5. Replacing Lost or Filled Circulation Cards 138
- 6. Weeding and Discarding Books 139
- 7. Maintaining the Card Catalog 140
- 8. Special Collections 144
- 9. Vertical File 144
- 10. Overdue Procedures 144
- 11. Audiovisual Equipment 147
- 12. Salesmen 149

D. Supplementary Resources 150
- 1. Curriculum Library 150
- 2. Inter-Library Loan 150
- 3. Lincoln Education Center (Teacher Center) 150
- 4. Champaign County Film Cooperative 150
- 5. Public Libraries 150
- 6. Lincoln Trails Library 151
- 7. University of Illinois 151
- 8. Parkland Junior College Library 151
- 9. Human Resources File and Field Trip File 151
- 10. Community Resources 153

E. Miscellany 153
- 1. Substitutes 153
- 2. Gifts 153
- 3. Reserve Systems 153

Appendix (found on next page)

TABLE OF CONTENTS

Appendix 155

1. Some Alphabet Activities 156
2. Parts of the Book Activities - Third Grade 157
3. Card Catalog Question Card - Fourth Grade 160
4. Treasure Hunt Puzzles - Fourth Grade 161
5. Parts of the Book Game - Fourth Grade 164
6. A Treasure Hunt - Fourth Grade 168
7. American Eagle Ditto - Fifth Grade 170
8. Dictionary Activities - Fifth Grade 171
9. Reference Books Activity - Fifth Grade 176
10. Encyclopedia Worksheets - Fifth Grade 178
11. Elementary Calendar Clue 189
12. Almanac Worksheet - Sixth Grade 193
13. Reporting Skills Unit - Sixth Grade 196
14. Biographical Reporting - Sixth Grade 202
15. The Reference Run - Sixth Grade 206
16. A Time Line on Ancient Egypt - Sixth Grade 215
17. Secondary Calendar Clue 216

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7

Part I

Library Curriculum Guide

CHILDREN NEED BOOKS

That they may master the skill of reading.
That they may experience the joy of reading.
That their reading tastes may continue to develop throughout life.
That they may find that books contain information which they want.
That they may have a share of the rich heritage in literature.
That they may develop discrimination in the use of books.
That their curiosity may be stimulated and satisfied.
That they may know that books are necessary for intelligent living.
That they may benefit through experiencing vicariously the emotional and intellectual life of others.
That they may develop self-reliance through the knowledge gained from books.

The Right Book and How To Find It
Office of Education
Washington, D. C.

STUDENTS NEED AUDIO-VISUAL MATERIALS

That they may understand that information can be obtained from many different sources.
That from their experience with non-print materials they may be motivated to read.
That they may enjoy a different experience in learning.
That they may know success where they had previously known failure.

Urbana Librarians

PHILOSOPHY

The primary objective of the school library is to implement, enrich and support the educational program of the school. Individualized reading, the multi-age curriculum, and the provision of a challenging education for all students can be achieved only when the school has a rich source of instructional materials. The library collection should be well-balanced in coverage of subjects, type of materials, and variety of content. A full program of library services for students and teachers from a trained staff is necessary to make these materials easily available and to assure their optimum use. The teacher-librarian serves as a resource person for all curricular needs.

In order to utilize the resources of the library, it is necessary for students to learn basic media skills and to receive guidance in the selection of recreational and instructional materials. The skills and attitudes acquired in the school library are not only a preparation for immediate academic requirements, but a preparation, also, for a lifetime of learning.

LIBRARY SKILLS CURRICULUM

I. General Student Goals

These student goals reflect research into current trends in the teaching of media skills and on the goals for Urbana District 116 adopted in March, 1973.

1. The student will be able to use books and their parts for information and recreation.
2. The student will be able to select and/or develop the best media to achieve the desired educational or recreational goals.
3. The student will recognize the intrinsic value of books and other learning materials through demonstrating responsibility for their care.
4. The student will feel confident and comfortable in a library setting.
5. The student will respect the rights of other library users.
6. The student will be able to use standard library tools.
7. The student will exercise proper procedures when using audiovisual equipment.
8. The student will reinforce classroom experience with library resources.
9. The student will recognize the professional library staff as teachers and as

II. Main ideas for skills and activities to be taught at all instructional levels.

1. You can find answers to questions in books.
   (Related to student goals 1, 3, 6 and 8)

2. There are specialized books for specialized information.
   (Related to student goals 1, 2, 6 and 8)

3. Libraries are organized in systems of classification of material.
   (Related to student goals 4 and 6)

4. Stories can be found in library books and in other library media.
   (Related to student goals 1 and 2)

5. The school librarian is a teacher capable and willing to give assistance in finding needed information and in selecting recreational reading.
   (Related to student goal 9)

6. Most libraries are public institutions, available to all citizens and are supported by public funds.
   (Related to student goals 3, 4 and 5)

7. Many people share in the creation and production of the materials found in libraries.
   (Related to student goals 1, 2 and 3)

8. Through instruction and experience students grow in their ability to evaluate materials and select the most appropriate for their needs.
   (Related to student goals 1, 2, 3 and 6)

9. Library research entails gathering information from many different sources, evaluating for a designated purpose.
   (Related to student goals 1, 2, 3 and 6)

10. Materials must be constantly evaluated for accuracy of information.
    (Related to student goals 1 and 2)

11. Copyrighted material belongs to its creator and ethics demand credit be given to the creator.
    (Related to student goal 3)

12. Everyone has the privilege of using library facilities and materials and the responsibility to respect the rights of other users.
    (Related to student goals 4 and 5)

13. The card catalog is an index to library materials.
(Related to student goals 1, 4 and 6)

14. Catalog cards give bibliographic information of library holdings.
(Related to student goals 1, 4 and 6)

15. The library is a multi-media center.
(Related to student goals 2, 3, 5, 6, 7 and 8)

III. The thinking processes that are the desired outcomes of instruction in library skills are based upon the general educational goals specified by Benjamin Bloom in his taxonomy of cognitive objectives.[1] They are:

1. Knowledge of specifics.
2. Comprehension, including translation, interpretation and extrapolation.
3. Application of knowledge.
4. Analysis of elements, relationships and organizational principles.
5. Synthesis of information, including production of a plan, unique communication, or a set of abstract relations.
6. Evaluation of materials and methods, including judgements based on internal evidence and external criteria.

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[1] Bloom, Benjamin S., ed., et al. Taxonomy of Educational Objectives - the Classification of Educational Goals, Hardback I: Cognitive Domain. New York, David McKay, 1956.

IV A LIBRARY SKILLS CURRICULUM FOR THE URBANA DISTRICT 116 SCHOOL SYSTEM

The following sequence of developmental concepts is intended as a guide for the school librarian. The level at which specific skills are taught is dependent upon a number of factors and situations and the sequence should be adjusted to accommodate the needs of the students, faculty and programs in each school.

The sequence of skills and the content of the curriculum was determined in part by means of an exhaustive survey of the current practices of the Urbana librarians. The results of this survey were then reviewed and the curriculum was revised by a committee of all the school librarians.

The skills program described here is by no means a comprehensive blueprint for the ideal school library program. It is intended as a basis upon which the librarian will build an instructional program that is well integrated into the existing programs in each school.

Several areas of media skill development are rather repetitious. Every year for example an orientation to the library is conducted for every grade level and the essential elements remain the same although librarians adjust and refine those elements to complement the level of development of the students being instructed. For those skills the Kindergarten, Fourth Grade and Seventh Grade have been designated as "base" levels with a complete description of concepts, procedures and activities. At other levels reference is made to the concepts taught at the base level and appropriate additions or refinements are made.

The instructional procedures described have been found to be workable and successful. However it is expected that they will be treated as suggestions and serve as inspiration for creative programs designed by each librarian.

The materials list is by no means exhaustive. It represents those aids that have proved to be usable and worthwhile for purchase. There is duplication of teaching concept and objective when several items were considered equally appropriate. * represents those materials designed and produced by the librarian. At the end of each grade level section there is a listing of all materials mentioned with a complete bibliographic entry for each item.

Integrating media skills into ordinary classroom instruction is essential since it provides an immediate practical application for information that is often, in the student's eyes, useless. The classroom activities presented here provide for that application and reinforcement, yet the primary responsibility for their initiation and presentation rests with the librarian rather than with the classroom teacher. While a certain amount of cooperation between the librarian and classroom teacher is essential, it is up to the librarian to be alert to classroom programming and to tailor the media skills curriculum to fit into those programs. It is hoped that these activities will serve as models for similar activities developed for each school.

A numeral to the right of an activity title refers to the bibliographic entry for the original published source of the material.

Key: I - Introduction
E - Expansion
M - Mastery

* - Limited responsibility for developing skill
** - Major responsibility

LIBRARY SKILLS CHART

The student should develop the ability to:	K	1-2	3-4	5-6	7-8	Librarian	Classroom Teacher
Use the school library	I	E	E	E	E	**	*
Handle books correctly	I	E	E	M	M	**	*
Practice responsible library behavior	I	E	E	M	M	**	*
Use geographical tools			I	E	E	*	**
Make use of periodicals		I	E	E	M	**	*
Identify and use various parts of the book			I	E	M	**	*
Use encyclopedias			I	E	E	**	*
Use the card catalog			I	E	E	**	*
Use dictionaries		I	E	E	E	*	**
Find books on library shelves		I	E	E	E	**	
Use biographical tools			I	E	E	**	*
Use and make bibliographies				I	E	*	**
Outline and take notes				I	E	*	**
Use the Abridged Reader's Guide & other indexes				I	E	**	*
Use almanacs				I	E	**	*
Weigh and evaluate information				I	E	*	**
Use audiovisual materials	I	E	E	E	E	**	*

V. The Curriculum

GRADE K

MAIN IDEA 4, 12 Library Orientation

GOALS STATEMENT 1,2,4&5 3 or 4 lessons

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Introduction to library area and story section	Define terms: Library Librarian (Discuss K responses to "what is a ______) Ask if any K have ever been to any other libraries. Have them share experiences Point out story section and show how neat and orderly it is and explain why. Explain what library time will be like and share some new friends with them from pre-selected collection	Have a small collection of classic tales available for demonstration - Mother Goose books - Little Red Riding Hood - Three Bears - Three Little Pigs - Dr. Seuss "TV" produced stories and early reading series Introduce some new characters they will be meeting this year. (Use posters or books themselves) Little, Mary 1,2,3 for the Library (Use student names in place of those in the story.)	Send classic book collection to classroom and encourage teacher to read some of these aloud and perhaps dramatize the very simplest ones. Teacher may introduce the term "librarian" as part of a study of school and community helpers prior to the first class visit to the library. An explanation of some of the duties of a librarian can be given.

GRADE K
MAIN IDEA 4.12 Library Orientation
GOALS STATEMENT 1,2,4&5

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Library Behavior and Responsibilities	Define term "Browser" Show how everything in the library has a place i.e. - - student's place on carpet or at table - books on shelves with spine out - chairs under tables Everyone works together to make the library a pleasant place. Ask - How can you help? (You may ask questions to bring out points of behavior or procedure you desire) Explain how sliders are used to mark places to return books	Sliders to mark where books are replaced on shelf	It is very helpful if teacher can make kindergarten sliders with student's name on them. (aids in kindergartener's identification of own name and gives librarian a place to pick up child's name quickly)

GRADE K

MAIN IDEA 4, 12 Library Orientation

GOALS STATEMENT 1,2,4&5

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Care of materials	Show poster of Alfred Snood Ask kindergartners what kind of person he is? (usual response is - soft, cuddly, cute, etc.) Tell them you like Alfred but not what he does. He is always causing trouble. Read story Show the damaged Cat in the Hat and explain how it used to look like the new one before Alfred took it home. Ask "How do you think it got this way?" "How will you take care of books when you take them home?" Use transparencies to summarize ideas Explain about letter to parents and hand out to children Book Care Rules 1. Always have clean hands when you read a book 2. Use a bookmark to save your place. 3. Turn the pages the right way	Letter to be sent home - Sample letter in Beck - A Guidebook for Introducing Library Skills to Kindergarten and Primary Grades pgs. 22 & 35. Hanson - Alfred Snood Poster of Alfred Snood (teacher-made) Two books of same title - one "like new" other damaged (perhaps Cat in the Hat) Very simple book care transparency can be made using illustrations in A Guidebook for Introducing Library Skills to Kindergarten and Primary Grades, pgs 18, 19, 20	

GRADE K

MAIN IDEA 4, 12

GOALS STATEMENT 1,2,4&5

Library Orientation

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	4. Don't read and eat at the same time 5. Keep your book in a safe place at home 6. Return your books on time		
Checking out books	Define terms: Borrower Borrower's cards Date due	Sample book Sample date due slips on cards	
13	Borrowers who return books and bring their bags will be able to borrow a book again.		
	All students get sliders --- "Lookers" mark a place and take book to table and remain there. "Borrowers" browse for books they will take home		
	Explain about signing out books (Prairie's kindergarteners bring book and card to table where teacher signs it out; students put in their own due slips.) Read title to each child.		

GRADE K

MAIN IDEA 4, 12 Library Orientation

GOALS STATEMENT 1,3,4&5

INITIATE

REINFORCE

[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
EXPAND Checking out books	Have students sit at tables where there are practice sheets Explain today is a big day for them, especially if they have brought back their books. Use chart card to identify author and title. Show how the bottom of each card has three spaces and maybe other children's names. Use magic marker to fill out one line. Have students find first blank line and practice sheet and fill in their names and room numbers. Teacher and librarian check. Give sliders to those who do a good job so they can look at or borrow a book.	Practice sheets of book cards Pencils Place cards for room number on each table for kindergarteners to copy from. Large book card hung on a chart stand	Provide teacher with worksheets of sample book cards and have students practice on the practice cards with name and room number.

GRADE K
MAIN IDEA 4. 12
GOALS STATEMENT 1,2,4&5

Orientation - an Alternative Introduction

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
A library is a place for sharing stories. Books may be borrowed from the library. Library books have good stories in them.	The librarian visits the kindergarten classrooms for the first few weeks conducting the orientation there instead of in the library. Using two copies of the same book, let the children discover and point out the difference's between a library book and one that they may have at home. Explain the function of the card and pocket, property stamps, plastic cover. Read the story. Describe the location of the library or visit it briefly and ask if anyone has ever visited the Urbana Free Library.	Two copies of the same book - one that has been completely processed and one that has not.	
Library books belong to all the students and are shared by everyone. There are some procedures for caring for them correctly.	Display the damaged books one at a time and discuss what may have happened to each of them. Explain that these good stories can no longer be enjoyed by boys and girls because someone forgot to take care of them.	Damaged books. Examples of: - broken binding - torn pages - torn covers - chewed covers - scribbling - soiled pages	
	Introduce basic book care rules and discuss each one. 1. Always have clean hands when you read a book 2. Use a bookmark to save your place. 3. Turn the pages the right way.	*Booklet "My Library Book" with the rules they have learned depicted in large, clear illustrations.	

GRADE K

MAIN IDEA 4, 12 Library Orientation

GOALS STATEMENT 1,2,4&5

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	4. Don't read and eat at the same time. 5. Keep your books in a safe place at home. 6. Return your books on time. When the children visit the library for the first time, show transparencies and discuss. Pass out book marks and have students explain their function. Then tell them these book marks will also help them remember to return their books on time. Always have a ready supply for each library period. The librarian may decide to pre-select a large group of books for the kindergarteners and put these out on library tables instead of allowing them access to the shelves. If this is done, make sure the collection is ample enough so that each child has a large group from which to choose.	Letter to parents explaining library procedures should be sent at this time. Parents should be encouraged to review the rules with their children and above all to read their library books to them. Transparencies: "The Little Book's Story" available from the Curriculum Library *Construction paper book marks, with a happy face and "(day of week) IS LIBRARY DAY (name of school library) A kindergarten collection: simple stories with large, colorful illustrations that children will enjoy hearing and parents will enjoy reading to them.	

GRADE K

MAIN IDEA 1 The Book (Combine with story hour)

GOALS STATEMENT 7 Introduced and reemphasized throughout the year

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
(The Book) Author - A story is a creation of a real person called an author	Every time stories are read, point out author and other titles written by that author.	A few pictures authors of stories read.	Have class compose a story of their own.
Authors may have written more than one story.	Explain how some old tales have been retold for many generations and their original authors are now unknown.	Some old and familiar fairy tales with anonymous authors.	Teacher can tape record - share with other kindergarten.
Author's name is not always known.	Show some books and explain how title is appropriate to story (use titles already read).	Harry, the Dirty Dog - Zion Snowy Day - Keats A Tree is Nice - Udry The Biggest Bear - Ward	
Title - Each story has a name.	Read a story and have class suggest titles.		
The title is also the creation of the author.	Use any group in either ABC or Mother Goose books to show how different illustrations portray same subject.	Examples or Reading Suggestions	
Illustrator - Person who draws the pictures is the illustrator	Most stories you read will have illustrators. Point out these names.	Choose group of ABC or Mother Goose volumes.	Teacher can read short story and have class decide what the character should look like.
Author and illustrator may be the same person	Explain librarian can help find books that children would like to read about.	Madeline (people) Little Toot (boats) Angus (dogs and cats) Gingerbread Man (cookies)	
Subjects - Stories can be about anything	Chalk-talk story with Harold book.	Johnson - Harold and the Purple crayon	

Kindergarten

Books.

Bemelmans, Ludwig. Madeline. New York, Viking, 1939.

Flack, Marjory. Angus books. Doubleday. 1930-

Galdone, Paul. Gingerbread Man, Seabury, 1975.

Gramatky, Hardie. Little Toot. Putnam, 1939.

Hanson, Joan. Alfred Snood. Putnam, 1974.

Little, Mary. 1, 2, 3 for the library. Atheneum, 1974.

Professional Books.

Beck, Margaret V. A guidebook for introducing library skills to kindergarten and primary grades. Dennison, 1967.

Transparencies.

Little Book's Story. United Transparencies Incorporated. #UTM3866.

GRADE 1
MAIN IDEA 4, 12 — Library Orientation
GOALS STATEMENT 1,2,4&5

INITIATE
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Review Kindergarten procedures	Review book care	Transparencies --- Little Book's Story SFS - The Dog Who Wanted to Join at the Library	---United Transparencies Incorporated Catalog # UTM 3866-3 ---E850: Hooray for the library (Series) Eyegate Media
Borrowing books requires you to sign the borrower card with name, date and room number 21	Use chart-size borrower card and explain the top section where author's name and title appear. Explain how many other children may have used the card. Show how to find next available space. and/or Use transparency and let them sign their names one at a time.	Pape, D. - Leo Lion Looks for Books - Garrard, 1972 Practice sheets Media for Moppets FS-Learn-look-listen-Unit 1, Educational Services, Inc., Frames 1-22 *Circulation Card	Practice sheets of book cards given before library period. Teacher can have class draw pictures of happy or sad books and tell why books are happy or sad (clean vs. damaged).

GRADE 1
MAIN IDEA 1,4,7 : The Book
GOALS STATEMENT 1,3,4

INITIATE
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Review of author, title, and illustrator definitions.			
Title and author's name appear on library books in three places: cover spine title page	Define: spine cover title page Locate title and author in stories the children know.	Stepping Stones to the Library - Fordham Publishing Company, worksheet page 18.	Give teacher worksheet #19 - Stepping Stones to the Library. Encourage class to make other puzzles of title pages. (may be kept in the library).
Authors usually will write more than one title, and other titles may be enjoyed as much as the one read.	Use story hours to introduce one title of an author. Send collection of other books by the same author to the classroom.	Authors: Hoff Seuss (Early Reading) Hoban	Tape record favorite incident from one book by an author.
Every book has an author with a first and last name.	Use some books and place author name on cards. Have students identify last name.	Duvoisin - Petunia Black - Little Old Man Who Could Not Read Whitman, 1968.	
Stories are made from words and 1st graders can find a book they can read.			
Library books are different from personally owned books. They have letters on spine, borrower's card pockets, and property stamps.			

GRADE 1

MAIN IDEA 3 Arrangement of Easy Books

GOALS STATEMENT 4

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Alphabetical order can be helpful for organization of many things.	Discuss why all the books need to be in some kind of order. Have children suggest ways to organize books.	Library Skills for the Primary Grades - Millikin, pg 4a.	
Alphabetical order can help to find books in the library	At checkout time: Send students to shelf alphabetically by 1st name, next week by last name.	simple alphabetic worksheet: A___C____	
23	Refine skill by having students with the same last initial line up in exact order by second letter. Identify last names of some authors.	Library Skills for the Primary Grades - Millikin, pg 4b.	Card chart center with cards of alphabet. Teacher or student can remove letters from alphabet and scramble them at bottom of chart. Student replaces scrambled letters back to correct position.
Books on the shelf have their own bin or place on the shelf and should be put in that place with the spine out.	Show where the A's, B's, C's are. Have other students find other alphabetic locations on shelf.	Stepping Stones to the Library - Fordham Publishing Company, worksheet, pg. 26. (Have class number them in their order and circle author's last name initial).	
Easy books are arranged by the first initial of the author's last name.	Identify last names of authors of some library books. Have students write their name on a 2"x11" place card. Circle first letter of last name. Have them show examples. Let each child shelve his place card as if it were a book.	Library Skills for the Primary Grades - worksheet 4b	

Grade 1

Little Book's Story - United Transparencies Incorporated
Cat # UTM3866

Hooray for the Library - Eyegate Media
4FS 2CS "The Dog who wanted to join the library"

Pope, D. Leo Lion Looks for Books - Garrard, 1972

Media for Moppets - Educational Services, Inc.
"Learn-Look-Listen", frames 1-22

Stepping Stones to the Library - Fordham Publishing Company, New York, 1972

Library Skills for the Primary Grades - Millikin Publishing Company, 1973

Duvoisin, R., Petunia, Knopf, 1950.

Black, Irma, Little Old Man Who Could Not Read - Whitman, 1968

GRADE 2

MAIN IDEA 4,12,15 Orientation

GOALS STATEMENT 1,2,4&5 One or two lessons

INITIATE

[✓ REINFORCE]

EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Book Care:	Make transparencies from illustrations on bookmark.	Children's Book Council, Inc. Bookmarks - Hardie Gramatky	
		Library Skills for the Primary Grades, worksheet 3c (Mouse Bookmark)	Teacher cooperation with making bookmarks
Library Procedures	At initial meeting, refresher on borrowing books. Use book card on worksheet as practice.	Library Skills for the Primary Grades, worksheet 3b SFS - Educational Services, Inc., Media for Moppets, Unit 2, Moppets Media Manners Ideal Library skills chart Chart F - "Four steps in checking out a book"	

25

GRADE 2
MAIN IDEA 4,12,15 Library Orientation
GOALS STATEMENT 1,2,4&5

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
The library has many different forms of media	Filmstrip goes with Alice through the looking glass into media center.	SFS - Educational Services, Inc., Media for Moppets - Unit 5 Look.	
	Ask students to locate the different things mentioned in FS.	SFS - Eyegate Media E850B - A Funny Day at the Library.	
	Make dictionary of library terms. Assign each student a term.	Worksheet of terms to be alphabetized (all students do this)	Teacher supervises the making of dictionary. After teacher approval of definitions, each student will put his definition in when his word is reached in the alphabet.

GRADE 2

MAIN IDEA 1 The Book

GOALS STATEMENT 7 1 or 2 lessons

[✓ INITIATE]

[✓ REINFORCE]

[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Review Author	Use all opportunities to show author picture with stories. (After a Keats unit, have students describe Ezra Jack Keats). Have picture available.	Author pictures are available in Junior Book of Authors, from publishers, and Children's Book Council.	
Expand on title: Title can help tell what the book is about.	Use some titles and have class suggest what the stories might be about.		
	From illustrations, suggest mood (i.e., funny, exciting, quiet).		
Illustrators choose different methods to illustrate their stories.	Recreate an Ezra Jack Keats picture from opaque projected parts. Students can use actual picture from book as guide to set-up.	Background board and pieces of picture scattered at bottom with tape on back. Use Keats The Snowy Day.	Suggest a collage type picture project: Make pictures like Ezra Jack Keats!

GRADE 2
MAIN IDEA The Book
GOALS STATEMENT Suggested one lesson review each story period

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Title Page - the title page can tell the reader many facts about how this book came to be	Introduce the many parts in a book. Zero in on title page Define: Publisher Place of publication Copyright Review - Author Illustrator Discuss why title page is helpful.	Library Skills for the Primary Grades - transparency #5, worksheet #5a. Learning to Use the Library Skill Book A pg. 11 Use a map to locate where some publishers are located.	Teacher can have a U.S. map and students hang titles of books near the city where the books were published in.

GRADE 2

MAIN IDEA 3 Arrangement of Books

GOALS STATEMENT 1, 4 Two or three lessons

INITIATE

[✓ REINFORCE]

[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Alphabetizing	Review importance of alphabetical order	Brown, Marilyn, Classroom Reading Diagnosis System, Vol. 3 pg. 18 Some Alphabet Activities (see appendix) Learning to Use the Library, Book A, pg. 18, 19.	Set up learning stations in classroom
In the library books can be found about almost any subject.	Show FS Introduce a few subjects of interest and display some titles. Have students make a subject list of books they have read.	SFS - Eyegate Media Hooray for the Library E850: How to Find Dinosaurs in the Library.	

GRADE 2
MAIN IDEA Arrangement of Books
GOALS STATEMENT

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Easy books are arranged alphabetically by the first initial of author's last name.	Review how to determine where book might be on the fiction shelf by choosing several books and having class tell author's last name. Have students in class put the demonstration books away. Discuss what the label is and how call number is constructed for fiction and easy books. Make labels for books by some group familiar to students - cartoon characters, movie stars etc. Show all locations of call numbers on a library book (borrowers card, pocket, and spine)	Learning to Use the Library Book A, pg. 21 Book C, pg. 5 Stepping Stones to the Library, pg. 26 Library Skills for the Primary Grades, transparency 6, worksheet 6a.	Teacher can assign some independent reading books by some familiar authors. Students will locate the book they will read by determining the location on the shelf.

SECOND GRADE SKILLS

SOURCES AND MATERIALS

Professional Books:

1. Braun, Marilyn, Classroom Reading Diagnosis System, Volume 3 Study Skills, Education Center, Greensboro, NC, 1974.

2. Danes, Margaret, Stepping Stones to the Library, Fordham Publishing, Co., New York, 1972.

3. Polette, Nancy, Library Skills for Primary Grades, Milliken Publishing Company, St. Louis, 1973.

4. Schlessinger, Bernard, Learning to Use the Library, Books A and C, Xerox Educational Publications, 1976.

Print Materials:

1. Keats, Ezra Jack, The Snowy Day, Viking Press, 1962.

2. Kunitz, Stanley, Junior Book of Authors, Wilson, 1951.

Audiovisual Materials:

1. Children's Book Council, Inc., Book Care Bookmarks by Hardie Gramatky, $3.50 per 100.

2. Hooray for the Library: A Funny day at the library and How to find dinosaurs in the library, SFS, Eye Gate Media, 1978, $49.50.

3. LaCoste, Roberta, Ideal Library Skills Charts #2780, Ideal School Supply Company, Oak Lawn, IL, 1968.

4. Media for Moppets: Moppets Media Manuals Unit 1 (SFS), Look - Unit 5, Education Services, Inc., 1969.

56

GRADE 3
MAIN IDEA 4,12,15 Library Orientation
GOALS STATEMENT 1,2,4,5,7
One or two lessons

INITIATE
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Library Procedures	Review - Use FS to recall the function of a library.	Quickwick Your Library Guide FS#1 & FS#2	Make posters of "the one thing I will try to do this year in the library to help make it a nice place to use."
	Introduce reserve system reference reserve		
	Use transparency on borrower care to refresh procedures.	Transparency #2, Libraries Are for Children	
		Learning to Use the Library, Bk A, pg. 7&8 (make transparencies)	
Book Care	Review basic rules (see kindergarten)	Hardie Gramatky book marks. Children's Book Council.	
You can learn from many different form of media	Introduce care and use of cassettes, records, filmstrips. Demonstrate equipment.	SFS - Listen Unit 6 Educational Services, Inc.	Set up listening and viewing stations in classroom on a current subject of study.

GRADE 3
MAIN IDEA 1,7,11
GOALS STATEMENT 1,4,6

The Book

Two or three lessons

[✓ INITIATE] [✓ REINFORCE] [✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Publisher is the company that arranges for the printing and sale of the books.	Discuss role of publisher and how to find out who published and where the book was published.		
Copyright Date	Discuss importance of the copyright date, particularly with nonfiction books. After children have books, find oldest one, newest one, one written in birth year.	Stack of books	
Index is a list of key words in alphabetical order with pages where information can be found on these subjects.	Read a brief nonfiction book with multiple copies and pull out key words and subjects.	Index: Learning Stations - Classroom Diagnosis Systems 3 (see appendix)	Send list of subjects from library session to class. Have class alphabetize and locate page numbers to complete an index for that book.
	Review author, title, illustrator	SFS-Enjoying Illustrations, Pied Piper Production SFS-Story of a Book, Pied Piper Publications	
Knowing the different parts of a book and what they tell you can help you to use the information content in the text more effectively.	Define: Table of Contents Index Publisher Copyright Date Use FS as introduction	E850A - The Magic Book, Eyegate Media Table of Contents: Learning Stations Classroom Reading Diagnosis System 3 (see appendix)	Recommend learning stations for classroom from here.

GRADE 3
MAIN IDEA The Book
GOALS STATEMENT

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

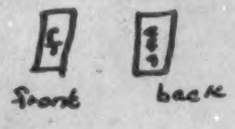
DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Table of Contents lists the chapters of the book and their pages in the order in which they appear in the book.	Pass out a group of books and have children find and describe parts in some of the books. Define - Chapter Use overhead to construct a table of contents for a small book.	*Learning to Use the Library*, Book A, page 12 (Table of Contents)	

GRADE 3
MAIN IDEA 3
GOALS STATEMENT 1,4

Arrangement of Books

Three or four lessons

INITIATE
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Alphabetizing	Review importance of alphabetizing Refer to alphabetizing learning stations in appendix. Worksheet will refresh memory of last name, first, and alphabet by second and third letter.	Basic Library Skill Worksheet, 2a	Flash card partner game. Question: What comes after /f/? What comes before /f/?  Each student gets 1/2 of stack of cards. Keep track of score.
Easy Books	Review - Use worksheets as reminder	Library Skills for the Primary Grades, worksheet 6b.	
Fiction books are products of the author's imagination and nonfiction books are true.	Use the two panda books to identify points that make one fiction and the other nonfiction.	Learning to Use the Library, Book B, page 16. Library Skills for Primary Grades, transparency#6, worksheet #6b Krauss - Milton, the Early Riser National Geographic Society - Pandas Basic Library Skills, Transparency 4	Class can write two stories on one subject, one fiction, the other nonfiction: animal, season or solar system.

GRADE 3.

MAIN IDEA Arrangement of Books

GOALS STATEMENT

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	Hold up some other books - see if student can tell from author, title, or illustrator, whether it is fiction or nonfiction.	SFS - Media for Moppets - How to Use Media Education Services, Inc Stepping Stones to the Library, worksheets 24, 25, 29, 30, 38	
Fiction books are in a special location in the library and are arranged by the author's last name.	Use transparency to arrange a shelf of fiction books together as a group as well as to construct call number.	Transparencies - Libraries Are for Children, #7, Fiction arrangement Ideal Library Charts, Chart K - Three major categories of books.	
	Use old Christmas cards. Put call numbers, author and title on back halves of card. Hide 1/2 in pocket of book it describes - other half given to student as a follow-up activity. Student should give you both halves before browsing	Old Christmas cards Learning to use the Library, Book 2, pages 20 and 21. Learning to use the Library, Book D, page 5 (make transparency)	
Biography books are true life stories of famous people or ordinary people.	Define biography. Survey any biographies that class selects. Booktalk on some not so famous biographies. Point out section in library, discuss and illustrate call number and arrangement.	Stepping Stones to the Library, worksheet #48 Library Skills for the Primary Grades Transparency # 8 Worksheets 8a and 8b	Have teacher assign biographies for independent reading and report, use worksheet 8b. (Librarian should suggest titles of appropriate reading level).

GRADE 3			INITIATE REINFORCE EXPAND
MAIN IDEA	Arrangement of Books		
GOALS STATEMENT			

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Nonfiction Books	Explain 10 divisions for all subjects. Use the two Quickwick FS to give entertaining shortstory about Dewey and also to give a Broad look at 10 categories.	Library Skills for the Primary Grades, transparency #9, Worksheet #9a and 9b	
	Have students locate sections by finding books in different parts of nonfiction section. Worksheet 9a and 9b will help.	Quickwick: Your Library Guide. FS #4, Melvil and his decimal system.	
		FS #5, Walter's Library Habits	
		Curious George Dewey Decimal bookmarks - Children's Book Council	
	Transparency provides Scrambled shelf Group can arrange	Libraries Are for Children, #8	

GRADE 3
MAIN IDEA 3,13,14 Card Catalog
GOALS STATEMENT 2,4,6 One or two Lessons

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Card catalog can help to locate materials in the library.	Redefine Index and compare to card catalog. Demonstrate how labels, catalog cards, and call numbers all work together to help locate books. Use transparencies and Ideal Chart.	Transparency 10 and 14 Call number. Libraries are for Children - Library Instruction Wollensak Teaching tape. The Card Catalog 1102 with worksheet	Ask teacher to set up station and all should have done this activity before second lesson.
The call number tells whether book is fiction or non-fiction and gives the address (the location of the material)	Use transparency to go briefly over information on card. Concentrate on the call number.	Basic Library Skills Transparencies #10, 6 Ideal Library Skills Charts, Chart E Six steps in locating a book.	
You can find materials by looking up the author, title or subject of the materials.	Show SFS Use Giant card to reemphasize author, title, and subject cards. Have catalog drawers on each table with 3 paperclips in the back. Pairs of students must find examples of author, title, and subject cards and mark them with clip. After teacher or librarian checks, student returns drawer to proper place.	Quickwick: Your Library Guide FS#3: Your Library's Roadmap Giant Catalog Card Libraries are for Children Catalog drawers	

GRADE 3

MAIN IDEA 1,2,9 Encyclopedia

GOALS STATEMENT 1,3,6,3,2

Suggest minimum of six lessons

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Encyclopedias are sets of reference books that contain information about a variety of topics. Topics in encyclopedias are usually arranged in alphabetical order.	Compare encyclopedias and dictionaries. 1. Entries in alphabetical order 2. Both have guide words 3. Entries are in bold-face type Point out differences in function by comparing information given by each or main entries such as horses or stars.	Library Skills for the Primary Grades: Transparency #11 Transparency #4 World Book: Booklet - "Look It Up Book #1" Set of encyclopedias Dictionary	#1 For George Washington's Birthday. The classroom teacher will initiate a discussion of the ways in which students are required to behave today in school and ask if the children think there has been any change in expected behavior since George Washington's time. Students will be instructed to look for the article on Washington in the World Book Encyclopedia and skim the section on his boyhood in order to find his 110 rules of behavior. They can then list those rules that are the same and those that have changed somewhat.
Letters on the spine of each volume and the guide word inside help us find topics quickly and easily.	Define "topic" and discuss the scope of the encyclopedia. Point out volume numbers and letters and show relationship to text material. Define guide words and review their use.	Use of Encyclopedia Learning Stations Classroom Reading Diagnosis System 3	#2 For Social Studies Unit on Indians Worksheet Look at these questions. Would you use a dictionary or an encyclopedia to answer them? Look them up and tell where you found the answers.
Captioned illustrations contain valuable information.	Show by means of examples that illustrations and their captions provide information of value to the reader. Define "Keyword" of a question. Have students identify keywords in a series of questions, then they may find the answers in the encyclopedia.		

GRADE 3
MAIN IDEA 1,2,9
GOALS STATEMENT 1,3,6,8,2

Encyclopedia

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES

Question	Book & Page	Answer
1. What is a totem pole?		
2. What tribes make them?		
3. How is the word "totem" divided into syllables?		
4. Is there more than one meaning for the word "totem"?		
5. Why were totem poles made?		
6. Where is the accent mark on the word "totem"?		

#3 For Social Studies Unit on Indians

Worksheet

Match these items. Use the World Book Encyclopedia for help.

Buildings	Area	Crafts & Weapons
Navaho hogan	Plains	Snowshoe
Inca temple	Northwest Coast	Salmon spear
		Toboggan
Panvan house	Middle America	Blowgun
		Bow
Pueblo	Tropical forest	Digging Stick
		Fishhook
Paiute brush wick	Southwest	Water basket
		Gourd rattle
Haida plank house	Caribbean	Grinding stone
		Quiple
Sioux buffalo-hide teepee		Reed boat

GRADE 3
MAIN IDEA Encyclopedia
GOALS STATEMENT

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES

Buildings	Area	Crafts & Weapons
Seminole house	Andes	Wooden Drums
Kickapoo wigwam	Far N.E. woodlands	Birdsnare
	California and inter-mountain	Guanaco bola

Third Grade Skills

Sources and Materials

1. Quickwick: Your Library Guide. Spoken Arts

2. Media for Moppets. Educational Services, Inc.

3. Hooray for the Library. Eyegate Media, 1978.

4. Literature for Children. "Enjoying Illustrations". Pied Piper Productions, 1971.
   "Story of a Book"

Kits

5. Libraries Are for Children: Library Instruction. Fordham Publishing Co., 1967 (16Tr, 102 Book spines, Catalog card chart, Poster wheels)

6. LaCoste, Roberta, Ideal Library Skill Charts (2780). Ideal School Supply Co., 1963.

Books

1. Danes, Margaret. Stepping Stones to the Library. Fordham, 1974.

2. Schlessinger, Bernard. Learning to Use the Library, Books A,B,C, and D. Xerox, 1973.

3. Braun, Marilyn. Study Skills: Classroom Reading Diagnosis System Volume 3. Education Center, 1834 Banking Street, Greensboro, North Carolina, 27408.

4. Polette, Nancy. Basic Library Skills. Milliken, 1971.

5. Polette, Nancy. Library Skills for the Primary Grades. Milliken, 1973.

6. Kraus, Robert. Milton the Early Riser. Dutton, 1972.

7. Grosvenor, Donna. Pandas. National Geographic Society, 1973.

Miscellaneous

Children's Book Council. Hardi Gramatky and Curious George bookmarks.

Professional Books

1. Palovic, Lora. The Elementary School Library in Action. Parker, 1968.

2. Walker, H. Thomas. Teaching Media Skills, an Instructional Program for Elementary and Middle School Students. Libraries Unlimited, Inc., 1977

GRADE 4

MAIN IDEA 7,8,14,17

GOALS STATEMENT 2,3,4,5,6,7,8,9

Orientation to the Library

Suggested minimum of one lesson

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
The library is arranged so that it is easy and convenient to use.	Point out the location of the charging desk, dictionary, magazines, vertical file, fiction and nonfiction shelving and other library facilities.	Duplicated floor plan of the library.	
Library materials may be used in the library or borrowed	Inform pupils of the kinds of materials which may be borrowed from the library, indicating special rules for reference, magazines and vertical file materials.	Duplicated rules for borrowing library materials.	
Materials in school and in public libraries are provided through public funds and are to be shared.	Discuss public and private ownership and explain that public facilities and services are paid for by various types of taxes. Stress that library books are public property to be shared by many people.		
Students who borrow library materials have the obligation to take care of them and to return them on time.	Discuss rules for the care and circulation of library materials. Identify the librarian as a teacher who keeps the library in order and helps people find needed books and information.	*Tr. circulation cards for all media	Have teacher appoint class librarian who will return books for class, do follow-up overdue reminding, and who will check and file circulation cards when class comes to the library.
	Review procedure for renewing books.	*Tr. form for renewing materials.	
Information service is provided by the library staff.	Send one child to the telephone to call the Urbana Free Library for an answer to a reference question.		

GRADE 4
MAIN IDEA 1,12,9,13 The Parts of the Book
GOALS STATEMENT 1,3,6&8,2

INITIATE
REINFORCE
EXPAND

Suggested minimum of three lessons

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
You can learn the details of the production of a book by reading the title page. Terms: title page, author, title, publisher, illustrator, copyright date.	Define terms. Have students examine text books in order to identify and locate the various parts of a book.	for Library lessons Filmstrip - Eyegate - "The Parts of the Book" * tr. several samples of title pages	Using any current unit being studied by the class, have each student plan an imaginary or actual book he will write on the topic or a major aspect of the topic. Each student will then produce one copy of his book incorporating title page, dedication, introduction, a glossary of at least six appropriate words with definitions, a table of contents that includes major subtopics that have been studied, and an index of twelve items. An appendix may be included if the teacher feels it will be valuable for some children. The text may never actually be produced but the "parts" can be stapled into a construction paper cover which may be decorated by the student. The teacher should check each booklet for content, while the librarian will check for correct format and form. If the teacher is interested in developing this project, text material can be produced by the children and the booklets can be covered and bound as part of the study of book making.
The glossary is a dictionary of special words used in the book.	Define terms, identify on the title page of a library book the author, title, illustrator, publisher, copyright date.	Transparency #3 Basic Library Skills and ditto 3a & 3b. Classroom textbooks. *tr. of table of contents.	
The preface, introduction, and foreword contain facts about the book and the author.	Design a title page for Holling-Pagoo. Do not show title page but provide pertinent information. Show many examples of how other title pages are set up. Tell about Pagoo book.	Stepping Stones to the Library, ditto 21, 22, and 26.	
The table of contents is a list in the front of the book giving the sections the book contains in the order of their appearance in the book.			

GRADE 4

MAIN IDEA — The Parts of the Book

GOALS STATEMENT

INITIATE

REINFORCE

[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
The dedication is the author's expression of love, admiration, or appreciation for another person. It follows the title page.	Make a master sheet identifying parts in certain 599 books, hand out worksheet with all possible parts listed. Pairs of students take book and worksheet and indicate on worksheet which parts their book has - check finished work as pairs finish and use master chart as your guide (master chart and worksheet available in appendix)	*tr. several examples of dedications from popular books. Fordham Publishing Co, transparencies LK9-5 - Front Section LK9-6 - Back Section LK9-4 - Front LKO-3 - Physical	If no appropriate unit is being studied in the classroom, the children might produce one cooperative booklet made up of their own summaries of their favorite books. Committees can be formed to produce each of the various parts of this book. Save all the children's booklets for later use when studying the card catalog, and Dewey Decimal System.
The index is an alphabetical listing of the subjects treated within the book. It is the key to the page location of materials on each topic and is at the back of the book.	After all parts are introduced, use game form for parts of books from appendix.	*tr. several examples of indexes. Ideal Skill Chart N - shows title page, preface, table of contents, bibliography, appendix, and index of outer space book	
An appendix at the back of the book gives added information usually in chart, list or map form.			
The history of books and bookmaking	Show film or filmstrip and discuss the various craftsmen and artists that are involved in the production of a book.	"The Story of a Book" 16 mm film #1349 available from the Champaign Country Film Co-op, or filmstrip "Story of a Book" from Literature for Children Series #1, Pied Piper Productions	

GRADE 4
MAIN IDEA 3 Alphabetizing Easy Books
GOALS STATEMENT 4 & 6 Suggested minimum of one lesson

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Every easy book has a call number on the spine.	Define "Easy" book. Explain, using transparency #6, the call numbers for easy books. Add correct call numbers to spines of books on transparency. Pretend they have written an easy book. What will the call number be? Using authors on 3x5 cards have students complete ditto #6b. Use worksheet to refresh learning of alphabetizing by using second and third letters	From: Library Skills for Primary Grades Transparency #6, Ditto 6B Wax Pencil 35 "easy" authors on 3x5 cards.	

GRADE 4

MAIN IDEA 3 & 4 Fiction Arrangement

GOALS STATEMENT 1,2,4&6 Suggested minimum of three lessons

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Fiction is arranged on the shelves alphabetically by the last name of the author.	Discuss difference between fiction and nonfiction books. Explain designation of fiction call number "FIC". Explain arrangement of fiction books by author's last name. Hand out spines to students and have them arrange themselves in correct order. Using spines, have them find the real book on the shelf. Have each child correctly shelve two fiction books.	Basic Library Skills: Transparency #4 Ditto 4a *transparency example of a fiction shelf. Encyclopaedia Britannica.FS Media: Resources for Discovery: "Media Organization: Fiction" From: Learnco Inc. Kit Library Games: Classifying and Finding Library Materials: Activity #13 and fiction spines From Stepping Stones to the Library	#1 Select a topic studied at the fourth grade level for which there are rich resources in the fiction collection. Some suggestions are: Pioneers Illinois and Lincoln Animals Make sure there are enough books for all the children in the class and that they span several reading levels. For every volume on your list make a spine indicating author, title, call number and publisher.
	Have students pretend that they have written a fiction book. They create a construction paper spine showing author, title, call number and publisher. Have them shelve their books correctly.	Fordham Publishing Co. Kit - Libraries are for Children: Transparencies LK9-7 and spines that are included	Coordinate the beginning of this study with the beginning of the unit in the classroom. Give a booktalk on the fiction books you have selected showing the spine for each as you briefly describe the book. Have students select the spines for the book they would like to read and find that book on the shelves.

GRADE 4
MAIN IDEA ____
GOALS STATEMENT ____

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	Use Fordham Transparency to arrange a shelf. Overlay will show correct arrangement.	Beck - Guidebook for Teaching Library Skills, Book 3, pages 24 and 26.	Follow-up activities might include a display in the classroom or library of the spines accompanied by evaluations written by students, shoebox dioramas, mobiles, or pictures produced by students. The librarian and teacher may wish to conduct a student discussion of the books. #2 At the beginning of a new unit suggest that students help gather a collection of related fiction books. Using an overhead projector, blackboard, compile a list of authors whose books they enjoy. You may want to add some authors of books that are related to the topic. When the list is complete, assign an authors to every child or to small groups of children. Ask them to go to the fiction shelves and check the books by that author to see if any deal in any way with the subject to be studied. A bibilography can be compiled with their findings.

GRADE 4

MAIN IDEA 4.3 Story Collection Arrangement

GOALS STATEMENT 1.2.466

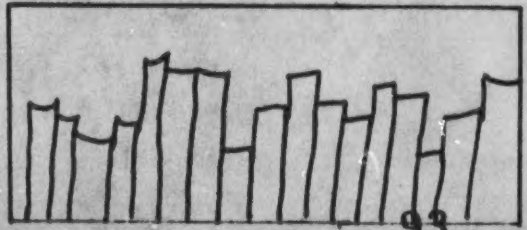
Suggested minimum of one lesson

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Books containing collections of short stories are kept in a separate section of the library called the story collection. Story collection books are arranged on the shelves alphabetically by the last name of the author, editor or compiler.	Point out the location of the story collection and describe its contents. Give a book talk on several books. Explain the difference between an author, an editor, and a compiler. Indicate that story collections are arranged in the same manner as fiction books.	Books of various types and reading levels from the story collection *transparency. Example of a story collection shelf.	Collect examples of short stories written by the students during a creative writing session in the classroom. Bind them together in a construction paper folder along with several extra blank sheets of paper to be used for title page, table of contents, dedication, and so forth. Introduce the group of stories at the beginning of the lesson on story collections and ask the children where it would be shelved in the library and what the call number would be. After the lesson have them suggest a call number. This will probably require the creation of a title page in order to discover the author's or editor's name. This activity can be extended to other parts of the book and to the creation of catalog cards if the children are interested.

GRADE 4
MAIN IDEA 2.3 Nonfiction
GOALS STATEMENT 1.2.4.6&8 Suggested minimum of five lessons

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Nonfiction is shelved numerically according to the Dewey decimal system of classification.	Discuss how division of any items by subject make finding things more efficient. Explain the relationship between specific subjects and the numbers in a call number. Present main classes of Dewey decimal system. Indicate that nonfiction books are arranged numerically from left to right and that in each bookcase the books are arranged in the same order that words are arranged on the page of a book.	Library Skills for Primary Grades: Transparency #9 Ditto #9a Transparency #8 Filmstrip: Eyegate, Explaining the Dewey Decimal Classification System. Stepping Stones to the Library: Dittos #30-40 #42 Sound filmstrip: Encyclopaedia Britannica "Media Resources for Discovery" Media Organization: Nonfiction	#1 Gather a collection of nonfiction books on a major unit currently being studied in the classroom. Make sure you have included books with several different Dewey numbers. Select about 12 to 18 books that represent several varying numbers and author letters within the numbers. While all the books can be delivered to the classroom for student use, these 12 to 18 will form a special collection in a center set up in the classroom. Set up the center with the special books and a worksheet. Children are to place the books in correct order, then complete the worksheet. Sample using books on pets: 1. Put the twelve books in the correct order. 2. Horses are represented by what number? Is this number more or less than dogs? 3. Which number is bigger, gerbils or birds? 4. Which comes first, a horse book by Marguerite Henry or a horse book by Edward Dolch? 5. Write all the call numbers in the correct order on these empty book spines.
	Explain alphabetical order by author within a specific call number. Have students arrange commercial or teacher-made book spines in correct order. If there are multiple sets of the same spines, the class can be divided into teams which can then compete in speed and accuracy of arrangement.	Kit: Learnco Inc. Library Games: Classifying and Finding Library Materials: Nonfiction spines activity #3 Shake and Shelve Cubes	

GRADE 4
MAIN IDEA Nonfiction
GOALS STATEMENT

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS

PROCEDURE

Compare the decimal numbers to money. "Who knows how to write ten cents? Twenty-five cents?" The tricky ones are five cents, two cents and so on.

Write these on the board when they are mentioned. Distinguish between .01=1¢ and .1=10¢. It may take several lessons to complete the explanation of this concept and provide practice materials.

Explain decimal numbers. Show further subdivision of numbers. Subdivisions of sports (796) or pets (636) are good examples.

Game: hand out list of 10 categories. Divide into two teams. Each team gets 3 tries to tell to which hundred certain titles would be assigned. 5 points on 1st try, 4 on second, 3 on third then other team can take over for 2 tries worth 2 & 1 pts. Keep score.

Use transparencies to arrange a shelf of books. Overlay will show correct order.

MATERIALS

*Transparency. Example of nonfiction shelves showing alphabetical arrangement within one class number.

*Transparency. Example of nonfiction shelf showing arrangement by decimal numbers.

Ideal Skill Chart L&M Classes of Dewey Decimal System and 500 section divided into smaller categories.

Beck - Guidebook for Teaching Library Skills Book 1, pages 28-29.

List of 10 Dewey categories with subject each covers. Prepared cards with titles of nonfiction books and Dewey hundred # on back.

Kit - Fordham, Libraries are for Children
Transparencies
LK9-8 - nonfiction
LK9-9 - biography
LK9-15- Dewey's 10 categories

INTEGRATED CLASSROOM ACTIVITIES

For review, you may include several questions about the parts of the book such as:

Give the publisher and copyright date for All About Horses by Marguerite Henry. Who illustrated Training a Companion Dog?

The classroom teacher should include several content questions requiring the use of indexes and tables of contents.

Before leaving the center, the child should mix up the books.

#2 Have students assign call numbers to their booklets they created in Parts of the Book activity.

#3 Have children arrange all the classroom collection in the correct order on a book cart for return to the library. After the books have been checked in, have the students shelve the collection on library shelving. This step requires constant checking by the teacher and librarian.

GRADE 4
MAIN IDEA Nonfiction
GOALS STATEMENT

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
		LK9-16-History and Geography Subject classes	
	After nonfiction and fiction activities are complete, use Treasure Hunt Puzzles as ending activity (see appendix for rules).	Treasure Hunt Game (see appendix)	
A book about a real person is called a biography. Individual biographies are found under 921 in alphabetical order by the last name of the subject.	Explain the call number and shelving arrangement of biographies.	Library Skills for Primary Grades Transparency #8 Ditto #8a	

GRADE 4

MAIN IDEA 10,11,15,16&17 The Card Catalog

GOALS STATEMENT 1,2,3,4,5,6,7,8

Suggested minimum of five lessons

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES (some examples of)
The card catalog is an index to all the materials in the library. The card catalog contains an author, title, and subject card for each piece of library material. The catalog card gives detailed information about the book, including author, illustrator, title, publisher, copyright, call number, subject, pages and annotation Orange-banded cards indicate audio-visual material.	Explain that card catalog is a help in finding the addresses of library materials. Explain its arrangement and purpose comparing it to an index in a book. Review and discuss the terms author, title, publisher, illustrator, copyright date and call number. Using oversized card or overhead transparency show the relationship between the title page of a book and the catalog card. Identify tracings and explain. Explain and discuss author, title and subject entries. Using large cards, overhead transparencies, or a flannel board, drill students on the parts of a card. Children take turns answering such questions as: 1. What is the author's name? 2. How many pages does the book have? 3. Does the book have pictures? 4. What is the publisher's name? 5. What year was the book copyrighted?	Filmstrip: Eyegate, Introduction to the Card Catalog. Library Skills for Primary Grades Transparency #10 Basic Library Skills Transparency #5 Kit: Learnco Inc. Library Games: Using the Card Catalog *Transparency comparing title page and catalog card *Transparencies or charts or flannel board representations of several catalog cards. Overlays on transparencies or tabs on others can change an author card to a title or subject card.	#1 At the beginning of a major classroom unit of study explain to the students that they are going to gather a collection of materials for classroom use. The teacher should explain to them the scope and objectives of the unit they will be studying. Have the children brainstorm all the possible subject headings that might apply to this unit. Encourage divergent thinking and accept all answers. Write these on a blackboard or overhead transparency. Then go back and group some subjects together into valid subject headings. The teacher may wish to add some at this point. When the final list is complete, divide the class into committees and assign each group of children one subject heading to research. They are to gather all available material. The actual searches may take place at a later time when the children can come to the library in small groups. As a second step, they should evaluate the materials for appropriateness, content, readability and so forth. Prepare a form for students to complete on each piece of appropriate material giving author, title, publisher, date, call number, and pages if applicable. Use these completed

GRADE 4
MAIN IDEA 10,11,15,16&17 The Card Catalog
GOALS STATEMENT 1,2,3,4,5,6,7,8

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	6. What is the title of the book? 7. What is the call number? 8. Is this an author, title or subject card? 9. Under what letter in the card catalog will this card be found? Show how the addition of a title or subject to the top of the card changes the type of card and its location in the card catalog. Introduce simple filing rules as: 1. "A", "An" and "The" don't count if they are the first words in a title. 2. Numbers and abbreviations are filed as if they were spelled out. 3. Author's names are filed by their last names. Point out guide letters on the drawer fronts and guide cards in the drawers; compare in function and form to guide words in a dictionary or encyclopedia.	Ideal Library Skill Chart (3 kinds of cards J) Chart G (alpha index to library materials) Chart I (Giant card) Beck: *Guidebook for Teaching Library Skills* pg. 38 worksheet, pg. 42 activity, pg. 44 worksheet (identifying type of card and information on card) Fordham: *Libraries Are for Children*, Transparency #LK9-10&15 (shows relationship of book, catalog cards and drawer labels). Transparency #LK9-11 (arrange top lines of catalog cards into shelf. Overlay provides answers). Transparency #LK9-12 (Giant Card) *Transparency - actual drawer labels from the card catalog to show split letter arrangement.	forms to compile a bibliography to be distributed to all students in the class. #2 *Relay Race* - Make a set of 3x5 cards with subjects, authors, and titles that relate to a topic studied in the classroom. Divide the class into two teams. Each student is given a card to examine and one at a time from each team they walk quickly to the card catalog drawer in which the item on their card can be found. After checking by the librarian the students return to their teams and the relay continues. With additional practice they may progress to finding the correct card in the drawer in a future game. #3 - Each student will produce an author, title, and subject card for the booklets produced in "Parts of the Book" activity. They will interfile these cards in a shoebox card catalog or file them on top of the rod in the card catalog.

GRADE 4
MAIN IDEA 10,11,15,16&17 The Card Catalog
GOALS STATEMENT 1,2,3,4,5,6,7,8

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	For a culminating activity see Treasure Hunt Materials See appendix	*Transparency of a drawer from the card catalog showing guide cards Treasure Hunt Materials	
	Use question cards with pairs of students and appropriate catalog drawer. Librarian can check immediately with answer cards. (Questions asking for numbers may vary as new cards are added; have student prove variations.)	Prepared question cards for drawers in the card catalog that ask question where title, author and subject cards must be used. (see sample in appendix)	

GRADE 4
MAIN IDEA 4,10
GOALS STATEMENT 1,2,3,6

Periodicals

Suggested minimum of one lesson

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Magazines have many types of material arranged by departments. The table of contents lists all the articles within each issue.	Have the children each examine a magazine of interest to them, and note the similarities and differences to books. Some points might be many articles or stories rather than one, many authors rather than one, advertising, soft cover, number of pictures and so on. Point out the wide variety of magazines available from the library. Have students locate the table of contents in their magazines and discuss its use. Have students locate the date of the issue. Identify which are monthly periodicals and which are weeklies. Point out that special care must be taken to avoid damage to magazines. Review check out procedures.	A collection of children's magazines on every student table representing a wide variety of titles. *transparency - circulation card for periodicals.	Classroom teachers may use the works of children which have been published in magazines such as "Jack and Jill" and "Cricket" to stimulate creative writing projects in their classrooms. Some students, with encouragement, may want to submit their own work for publication or they may be interested in writing a letter to the editor of their favorite magazine.

GRADE 4
MAIN IDEA 10,11
GOALS STATEMENT 1,2,3,6

Vertical File

Suggested minimum of one lesson

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
The vertical file includes pictures, pamphlets and other printed material. Material is labeled by subject, placed in a folder with other items on the same subject, and filed alphabetically.	Point out vertical file and identify it as a source of supplementary material such as pamphlets, pictures, and current newspaper clippings. Explain organization of the file Review check-out procedures.	Samples of vertical file material and file folders. Check out materials. *transparency - circulation card or slip for vertical file.	

GRADE 4

MAIN IDEA 10,11,17 Use and Care of Audiovisual Equipment

GOALS STATEMENT 1,2,3,6,5,7,8 Suggested minimum of one lesson

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Audiovisual equipment is to be shared by all but must be operated correctly in order to be useful.	Demonstrate the use of listening kits; show how to adjust size of headsets, how to adjust volume, how to roll up cords in order to avoid tangles. Demonstrate use of filmstrip previewer emphasizing the care of filmstrips such as handling by the outside edges and avoid "cinching." Demonstrate use of tape recorders. Point out location of software and review check-out procedures.	Listening kit Filmstrip previewer Tape recorder Filmstrips Cassette tape	Select one student who wants to use a piece of equipment and is willing to teach someone else to use it. Arrange a time when the student can have sufficient practice in using the equipment under direct supervision. When the student feels he knows the proper operation, have him tell or list the sequences of operating procedures. As a classroom activity have him demonstrate the procedure to someone who has not been trained using equipment located in the classroom. Each person so trained may train someone else in his class. Remind all trained students to report and describe any malfunction of equipment as soon as they observe it.

GRADE 4
MAIN IDEA Use and Care of Audiovisual Equipment
GOALS STATEMENT

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Card catalog can help locate AV materials	Review Card Catalog Show color banding system and sample catalog cards with abbreviations in call.number for kinds of media.	Giant AV and catalog cards.	

Fourth Grade Skills

Sources and Materials

Professional Books:

1. Board of Education, City of Chicago. Curriculum Guide for Library Service. 1968.
2. California Associates of School Librarians. Library Skills: a Handbook for Teachers and Librarians. Fearon, 1973.
3. Freund, Roberta. Open the Book. Scarecrow, 1966.
4. Palovic, Lara. The Elementary School Library in Action. Parker, 1968.
5. Walker, H. Thomas. Teaching Media Skills; an Industrial Program for Elementary and Middle School Students. Libraries Unlimited, Inc., 1977.

Instructional Materials:

TRANSPARENCIES

Basic Library Skills. St. Louis, Mo., Milliken, 1973. $7.95

Library Skills for Primary Grades. St. Louis, Mo., Milliken, 1973. $6.95

FILMSTRIPS

Library Services Series. Jamaica, New York, Eye-Gate, 1963. $28.00

Titles used: "Explaining the Dewey Decimal System of Classification"
"Introduction to the Card Catalog"
"Parts of a Book"

KITS AND SOUND FILMSTRIPS

Media: Resources for Discovery. Chicago, Encyclopaedia Britannica Educational Corp. 1974. $128.00.
Titles used: "Media Organization: Fiction"
"Media Organization: Nonfiction"

Library Games: Using the Card Catalog Kit I B141. Learnco Incorporated. $34.95

Library Games: Classifying and Finding Library Materials Kit II B145. Learnco Incorporated. $18.95

Literature for Children - Series One. Verdigo, Calif., Pied Piper, 1971. $62.50
Titles used: "Story of a Book"

Libraries Are for Children: a Teaching Kit of Visual Aids for Library Instruction. Fordham Publishing Co., 1967 (Kit).

PRINT

Stepping Stones to the Library. Bronx, N.Y., Fordham Publishing Co., 1972.

Beck, Margaret. A Guidebook for Teaching Library Skills Book 1. Minneapolis, Division and Co., 1966.

Look-It-Up Book 1. Chicago, Field Enterprises Educational Corporation, $0.05

LaCoste, Roberta. Ideal Library Skills Charts #2780. Ideal School Supply Co., 1963.

FILM

The Story of a Book. Verdigo, Calif., Pied Piper, 1962. Color, 11 minutes available from The Champaign County Film Co-op. Order #1349.

113

GRADE 5

MAIN IDEA 7,8,14,17 Orientation

GOALS STATEMENT 2,3,4,5,6,7,8,9

INITIATE
[✓ REINFORCE]
EXPAND

Suggested minimum of one lesson

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Reinforce and review orientation as presented for fourth grade			

GRADE 5
MAIN IDEA 3,4 Arrangement of Materials
GOALS STATEMENT 1,2,4&6 Suggested minimum of one lesson

[✓ INITIATE]
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Fiction books are arranged alphabetically by the author's last name.	Review concepts and procedures introduced in fourth grade	*Transparency: Example of fiction shelf	
The Dewey Decimal system of classification is used to locate books in the library.	Review concepts and procedures introduced in fourth grade. Explain that decimal numbers show further subdivisions of a subject	*Transparency: Example of nonfiction shelf. Basic Library Skills Transparency #7 Ditto #7b	Arrange this unit to coordinate with math lessons on decimals and fractions. Set up an area in the classroom where a set of books on each of the fifty states can be placed. A worksheet for each child will be published.
	"Build" the class number for Champaign County 977.366	Basic Library Skills Transparency #8, Ditto #8b, Ditto #8c	Worksheet: 1. Utah is represented by what number? Is this number more or less than Illinois? 2. Colorado is represented by what number? Is this number more or less than Iowa's?
History and Geography North America North Central States	← 977 . 366 →	Champaign County Central Illinois Illinois	3. Arrange the books in numerical order on the shelves.
There are collective and individual biographies and the call numbers are different. Biographies may have different call numbers in other libraries "B"	Review individual biographies. Explain difference between collective and individual biography. Use class as example. Think of some possible collective biographies. Show some collections and explain call numbers.	Beck: Guidebook for Teaching Library Skills Book 2, pg. 13 Book 2, pg. 48 & 49 (Biography) Group of collective biographies.	4. Do the larger numbers represent the East or West coast? 5. Tell how much larger the number for Montana is than the number for Michigan North Carolina New Hampshire Maryland Alabama

GRADE 5

MAIN IDEA 10,11,15,16&17 Card Catalog

GOALS STATEMENT 1,2,3,4,5,6,7,8

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	Reinforce as necessary those concepts presented at fourth grade.		

GRADE 5
MAIN IDEA 1,9,12&13 The Parts of the Book
GOALS STATEMENT 1,2,3,6&8
Suggested minimum of one lesson

INITIATE
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Review those concepts developed in fourth grade. Copyright dates should be noted when current information is desired.	Ask for the location in a book of the following: Author's name Copyright date Publisher Index Appendix Dedication Complete title Table of contents		
The bibliography is a list of references which the author used in writing the book or additional books on the subject that are suggested for further reading.	Emphasize the importance of recent information in certain subject areas such as science. Also discuss the areas where it may not be essential such as folklore or poetry. Examine textbooks to find any bibliographies.	Out-of-date and current book on space travel or other areas of interest.	Compile list of books on certain subjects of 5 books printed after 1970.
	Have students compare the table of contents and the index of the textbooks in content and arrangement.	Social Studies textbooks	Students may check the card catalog for books listed in the textbook bibliographies. Lists of those available in the library can be distributed to the class.

GRADE 5

MAIN IDEA 2 & 3 Biography Arrangement

GOALS STATEMENT 1,2,4,6&8

Suggested minimum of two lessons

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
A book about a real person is called a biography.	Help pupils see why biographies are shelved according to subject and not by author as with other books.	Filmstrip: Literature for Children-Series One: Pied Piper, Use "Biography"	Each child will select one biography to read. After having provided time for reading the biographies, the classroom teacher sets aside one or more art periods during which the children will artistically depict the subject of their book. Some suggestions might be portraits, stick puppets, collages showing important events in or facets of the subject's life.
Individual biographies are found under 921 on the nonfiction shelves in alphabetical order by the last name of the subject.	Share several samples of biographies.	Basic Library Skills Transparency #9 Ditto #9a	In the library the children will display their work and assuming the character of the subject, they will hold individual press conferences with their classmates acting as reporters. The format and ground rules for press conferences will be discussed prior to beginning as will questioning techniques.
	Have each child pretend that a biography has been written about himself and tell the class the call number it would have.	*Transparency: Example of biography shelf.	
	Game: Have one child challenge a classmate with a question like, "What is the call number for a book about George Washington?" If the question is immediately and accurately answered, the challenger sits down and the child that gave the correct answer makes up a new question and challenges another student.		
Biographies may be found in card catalog by subject not always by person.	Have class list 3 subjects they would be interested in reading about or 3 careers they might like to have when they grew up. Use card catalog to locate a biography on subject.		

GRADE 5

MAIN IDEA 1,2,10,11 Dictionary

GOALS STATEMENT 1,2,3,6&8

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
A dictionary is a book about words. Guide words are a useful locating tool.	Review alphabetical order. Discuss various types of dictionaries as picture dictionaries collegiate and so on. Point out guide words on transparency and two-column format.	Basic Dictionary Skills Transparency #1 Ditto #1b American Eagle Ditto (see appendix) FS-"The Dictionary" McGraw-Hill Using the Dik-Sha-nehr-ee Weekly Reader skills booklet C	May be recommended as classroom workbook.
A dictionary entry contains detailed information about every word listed: spelling pronunciation syllables part of speech definitions plurals	The entry word is in bold faced type. Pronunciation, part of speech and definitions are given for every entry. Some dictionaries give the etymology (history) of a word.	Basic Dictionary Skills Transparency #2,3,4,5 accompanying dittos as necessary. Ditto of spelling puzzle, pg. 64. Basic Dictionary Skills #8 Dictionary Jumbles-ditto in appendix (make message for your dictionary)	Thorndike Barnhart Beginning Dictionary, 1968.

GRADE 5
MAIN IDEA 1,2,10,11 Dictionary
GOALS STATEMENT 1,2,3,6&8

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
A word may have more than one meaning.	The dictionary shows different forms of entries such as plurals.	Basic Dictionary Skills #9	
	Use the word "bow" for an example. There are many different forms of dictionary entries as abbreviations, acronyms, idioms, and double words.	Transparency of dictionary page with word "bow" on it.	
	The unabridged dictionary is the most complete version of the dictionary.	Basic Dictionary Skills , Transparency #10	
	Encyclopedia of Dictionary Skills	Basic Dictionary Skills, Transparency #11	
	Play dictionary game (see appendix)	Ditto "What Would you Do?" (see appendix)	

Grade 5
Main Idea 1,6,11 Encyclopedia
Goals Statement 1,2,3,6,8 Suggested minimum of five lessons

Initiate
Reinforce
[✓ Expand]

Developmental Concepts	Procedure	Materials	Integrated Classroom Activities
An encyclopedia contains information on many important topics. These articles are arranged alphabetically.	Discuss the alphabetical arrangement of topics. Define "topic" and "article." Explain that topics in an encyclopedia must be of interest to people throughout the nation. Ask: Would these topics be in the encyclopedia--airplanes? The U. of I. football team? Weather? The Boneyard? The President of the U.S.? Urbana? Illinois? Crystal Lake Park? Yellowstone Park? What events are included?--Wars? Spaceflights? What ideas?--Peace? Superstition? Democracy?	Reference books--Tools for the Independent Investigator Sound filmstrip: Encyclopedia Britannica - Media: Resources for Discovery "The Encyclopedia in the World of Media" Film: We Discover the Encyclopedia - available through the Champaign County Film Co-op, #1470. Filmstrip - "Encyclopedia", McGraw-Hill	1. To supplement a science unit on the universe and stress the encyclopedia as an overview of a topic ; to emphasize the encyclopedia index, cross references and related article lists; students choose to be a member of one of the following committees: 1. A guided tour of the universe. At each stop a student will give a description and explanation of that point of interest. Some stops might be at various parts of the solar system: stars such as North Star, Alpha Centauri, Arcturus, Sirius, constellations such as the Big and Little Dippers or Orion. 2. Background information about man's discovery of the universe containing reports on: a. famous astronomers b. famous planetariums and observatories c. careers in astronomy d. astronomers' tools 3. The space program: a. history b. astronauts and cosmonauts c. space stations d. spin-off e. costs and controversies

GRADE 5

MAIN IDEA Encyclopedia (continued)

GOALS STATEMENT

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
A split-letter or or unit-letter arrangement is used to divide the topics among the volumes of an encyclopedia.	Explain the differences between split-letter and unit-letter arrangement. Point out any "hidden" letters. (Encyclopedias are word-by-word instead of letter-by-letter arrangement of dictionary.)	*tr - unit letter arrangement *tr - split letter arrangement	
Guidewords help you in finding your topics easily and quickly.	Explain that guide words show the first and last topics on a page or facing pages. You can tell if your topic will be found before, after, or in between them. Drill by asking where these topics will appear: ice, ink, monster, Monday, seed, sheep, shadow, castle, iguana, Mongolia, mole.	*tr - encyclopedia page showing guide words *tr - list of pairs of words that might be guide words: cartoon - cat igloo - Illinois Monday - monkey sextant - Shamrock	

GRADE 5
MAIN IDEA Encyclopedia (continued)
GOALS STATEMENT

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Key words point out the specific subject to be investigated.	Discuss the meaning of "key words" and explain their importance. Students should find the key words in some exercise questions such as: Why can a cat see at night? What lake is part of Panama Canal? Where was Abraham Lincoln born? Point out that key word is not always the title of the article. It might be a variation of key word or a larger subject, i.e. moat would be included in an article on castles.	"Alphabetical Order" worksheet (see appendix)	

GRADE ______

MAIN IDEA ______ Encyclopedia (continued)

GOALS STATEMENT ______

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Main headings and subheadings are useful in locating information in long articles.	Examine the reprint with the students. Point out the organization of the article and show how headings and subheadings divide the information and serve as an outline. Drill by asking questions that are answered in the article. Have students see how quickly they can find the answers. Compare length of articles and different kinds of subheadings. Explain that sometimes information might appear twice in an encyclopedia and that would be superfluous, so editors use cross references to help guide you to the right place. There might be two names for the same thing: Indian corn - maize. Sometimes a part of a main article explains thoroughly what could be part of a separate article: moat - castle. Sometimes a country or person will have two names: Mark Twain - Samuel Clemens,	Reprints of an encyclopedia article--one for each student. Explorer worksheets (see appendix) - 5 different people Make transparencies of ency. article on Robert de LaSalle, Hernando DeSoto - Discovery and Exploration (examples in appendix) Worksheet - "Plant Safari" (see appendix)	To coordinate subheadings with classroom study of explorers, use the explorer worksheets in the library with World Book Encyclopedia. On the back of the worksheets have each student make out some questions about one person from the text. Exchange papers and have other students find subheadings and answers.

GRADE 5

MAIN IDEA ____ Encyclopedia (continued)

GOALS STATEMENT ____

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Encyclopedia indexes are a means of locating specific information.	Since Compton's has an index in every volume, it is an effective tool for many children to examine at one time. Mention Our Wonderful World where an index must be used. Point out uses of an index, locating specific information, or pictures, charts or other special features.	Compton's Pictured Encyclopedia (any edition) "Using the Index" worksheet (see appendix) compares and introduces three different indexes. Index volume from Our Wonderful World	
Special graphic information included in ency. can be very helpful.	Have students examine various encyclopedias to note the concise visual information presented in pictures, charts, maps, graphs, diagrams and tables. For further activities see "Calendar Clue" and "Mini-Reference Race" in the appendix. Review indexing details as 1. alphabetical order 2. letters and numbers refer to volume and page 3. comma in a reference means "and;" a hyphen means "everything in between."	*tr - examples of graphic information found in encyclopedias	

GRADE 5

MAIN IDEA 1,2,11

GOALS STATEMENT 1,2,3,6&8

INITIATE
REINFORCE
[✓ EXPAND]

Geographical Tools

Suggested minimum of one lesson

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
An atlas is a book of maps.	Display various atlases and point out features and types. Show variety of types of maps included and special information sections with charts, lists, graphs and so forth. Discuss parts of an index entry pointing out population note and location symbol. Display an historical atlas and describe its function and organization.	*Transparency of atlas index. Selection of atlases Beck: A Guidebook for Teaching Skills, Book 3, pg. 46 & 47. Skillbook pg. 20. McGraw Hill - FS "Atlases and Gazetteers" The Library, Our Learning Resource Center. Historical Atlas	#1 Atlas Treasure Hunt - for use with a classroom unit or maps and globes. Divide the class into four teams. Each team is given a different list of questions which can be answered by using the atlas or gazetteer. Divide all available atlases and gazetteers between the teams. Examples of questions might be: 1. On what bay is the capital of Massachusetts located? 2. Name the river that flows by Leavenworth, Kansas. 3. The Mauna Kea volcano is on what island? 4. What is the population of Viroqua, Wisconsin?
A gazetteer is a dictionary of place names.	Introduce a gazetteer and explain that it describes the places you find on a map, not only cities and towns but rivers, mountains and so on. Describe the type of information given and the arrangement.	Webster's Geographical Dictionary *Transparency of a page of a gazetteer	The first team to answer correctly all the questions assigned to it is the winner. Add excitement by ringing a bell every 5 to 8 minutes and switching all the atlases from group to group. Activity #2 - for use during study of maps and globes. Students are asked to find 15 places (cities, counties, mountains, etc.) named for a famous person and list the latitude and longitude for each. Examples of names are Washington, Lincoln and Jefferson

FIFTH GRADE SKILLS

Sources and Materials

Professional Books

1. Board of Education, City of Chicago. Curriculum Guide for Library Science. 1968.

2. Palovic, Lora. The Elementary School Library in Action. Parker, 1968.

3. Walker, H. Thomas. Teaching Media Skills: an Instructional Program for Elementary and Middle School Students. Libraries Unlimited, Inc., 1977.

Instructional Materials

Transparencies

1. Basic Library Skills. St. Louis, Mi., Milliken, 1973. $7.95

2. Basic Dictionary Skills. St. Louis, Mo., Milliken, 1973. $7.95.

3. Ideal Library Skills Charts. Ideal School Supply Co., 1963.

Sound Filmstrips

1. Media: Resources for Discovery. Chicago, Encyclopaedia Britannica Educational Corp., 1974. $128.00
   Title used: "The Encyclopedia in the World of Media"

2. Literature for Children--Series One. Verdugo, Calif., Pied Piper, 1971. $62.50.
   Title used: "Biography"

3. The Library: Our Learning Resource Center, Set 2. McGraw-Hill.
   Title used: "Encyclopedias"

Film

1. We Discover the Encyclopedia. Coronet, 1971. Color, 11 min. Available from the Champaign County Film Co-op. Order #1470.

Workbooks

1. Reference Books - Tools for the Independent Investigator. SA-4220. $.10 each. World Book Encyclopedia, 1977.

GRADE 6
MAIN IDEA 7,8,14,17 Orientation
GOALS STATEMENT 2,3,4,5,6,7,8,9

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	Reinforce as necessary those concepts developed in the fourth and fifth grade curriculum.		

GRADE 6
MAIN IDEA 3,4
GOALS STATEMENT 1,2,4 & 6

Arrangement of Materials

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	Reinforce as necessary those concepts developed in the fourth and fifth grade curriculum.		

GRADE 6

MAIN IDEA 1,9,12 & 13 The Parts of the Book

GOALS STATEMENT 1,2,3,6,8

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
The appendix is a section at the back of the book that contains additional information, usually in the form of maps, charts, graphs or lists.	Reinforce as necessary those concepts developed in the fifth grade curriculum. Review the concept of an appendix. Introduce time line.		2. Set up a center in the classroom containing worksheets and a copy of Land of the Pharoahs by Leonard Cottrell. When time permits, students use center individually and place completed worksheets in a folder on the teacher's desk to be picked up later by the librarian. For a copy of the worksheet and key see the appendix.

GRADE 6
MAIN IDEA 10,11,15,16&17 The Card Catalog
GOALS STATEMENT 1,2,3,4,5,6,7&8

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	Reinforce as necessary those concepts developed in the fourth grade curriculum.		

GRADE 6
MAIN IDEA 1,6,11,10,12 Encyclopedias
GOALS STATEMENT 1,2,3,6 & 8

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Outlines, study questions and bibliographies are often valuable parts of encyclopedia articles 81	Reinforce as necessary those concepts developed in the fifth grade curriculum. Point out the Reading and Study Guides in the World Book Encyclopedia. Discuss the possible uses of these tools.	*Study Guide from World Book	1. To supplement a social studies unit on ancient Egypt and promote extensive use of encyclopedia cross references and indexes to bring together information on topics normally not treated in depth: The students may select one or more of the following activities: 1. Report on the religion of the ancient Egyptians including an illustrated oral report on one or more of their gods. 2. Read a legend about Egyptian gods and tell it to the class. 3. Describe the relationship between Egyptian burial procedures and their religion. 4. Report on ancient tombs which have been opened by archeologists. Note the contents of the tombs and their significance. 5. Make a mummy out of a small doll. Make a clay sarcophagus and other appropriate parts of the coffin.
Encyclopedias must be kept up-to-date and it is important to check the copyright date.	Compare articles on the same subject in an old edition and a new edition of the same encyclopedia. Note which subjects have added or changed information and which have similar content.	Volumes from old and new edition of the same encyclopedia.	

GRADE 6
MAIN IDEA 1,2,10,11 Special Reference Resources
GOALS STATEMENT 1,2,3,6,8

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
There are many specialized reference tools not usually found through the card catalog. An almanac is a type of yearbook that gives facts and statistics on a wide range of topics.	Discuss the definition of "reference" and the general sources students have used. Point out that: 1. the almanac lists very up-to-date information on a great variety of subjects, 2. is published yearly, 3. use of the index is essential for selecting key words and using tables, footnotes and other defining data.	Sound filmstrip - Media: Resources for Discovery Use "Indexes to Media," "Resources for Reference" Sound filmstrip - How to Use the World Almanac Beck: A Guidebook for Teaching Library Skills, Bk 3, pp. 43, 44, 45 The Library: Our Learning Resource Center, set 2 "Almanacs" Learning to Use the Library, Bk. D, p. 19 (crossword puzzle) Worksheet - "Using the Almanacs" & reprints (see Appendix)	

GRADE 6

MAIN IDEA 1,2,10,11 Special Reference Resources

GOALS STATEMENT 1,2,3,6,8

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
A thesaurus is a dictionary of synonyms.	Words are arranged alphabetically. There are separate lists for words with more than one meaning.	*tr - sample page *tr - sample entry	
	Synonyms are listed in order of commonness of meaning.		
	Antonyms are sometimes given.		
	Cross references are written in capital letters.	*tr - sample cross reference	
The Abridged Readers Guide is an index to many periodicals.	A variety of sources are used for this index.	*tr - partial list of periodicals indexed	
83	Entries are listed by author and title.	*tr - sample page *trs - author and title entries	
	Explain concept of cumulation and discuss quarterly and annual cumulation of the Abridged Readers Guide.	*tr - illustrating the concept of cumulation How to use the Reader's Guide pamphlet - Wilson Co. Ideal Library Skill Chart R Beck, A Guidebook for Teaching Library Skills, bk. 3, p. 68, 69, 70	

GRADE 6

MAIN IDEA 1.2.10,11 Special Reference Resources

GOALS STATEMENT 1.2.3,6,8

[✓ INITIATE]

REINFORCE

EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Webster's Biographical Dictionary is a reference source that gives abbreviated information on well-known people	People from many occupations are listed. They come from all over the world and from all ages of world history. Entries are arranged alphabetically by subject's last name. Information given is very brief, with only important facts listed.	*tr - sample page *tr - sample entry Learning to Use the Library Bk C p. 24 & 25 Beck - A Guidebook for Teaching Library Skills Bk. 3, p. 51, 52, 53, 54	
Other reference books that can be introduced are: The Statesman's Yearbook, Facts About the Presidents, Guinness Book of World Records, Famous First Facts, Bartlett's Familiar Quotations, Index to Children's Poetry, Fairy Tale Index, Junior Book of Authors	For additional activities see "The Reference Run" in the Appendix. Worksheet in Bk. C will lead the way for reference run. Review use of atlas and geographical dictionary as developed in the fifth grade curriculum	Learning to Use the Library Bk. C, p.19 Ideal Library Skills Chart O - Poetry Index Beck - A Guidebook for Teaching Library Skills Bk. 3, p. 55-57 Junior Book of Authors The Library, Our Resource Center Set 2	

GRADE 6

MAIN IDEA 1,2,10,11 Special Reference Resources

GOALS STATEMENT 1,2,3,6,8

[✓ INITIATE]

REINFORCE

EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
		"Atlases and Gazetteers" Make transparencies #1 Gazetteers page for Urbana #2 Index page for Urbana #3 Page of Urbana, Illinois and Urbana, Ohio. Use index keys to locate	

GRADE 6

MAIN IDEA 1,2,3,6,7,10,11,12,13,14,15,17 Report Writing

GOALS STATEMENT 1,2,3,4,5,6,7,8,9 Necessary to support classroom progress

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
The main points in note-taking become the main thoughts in an outline.	Review points of outlining: 1. Each main idea has the same indentation and is indicated by the same kind of letter or number. 2. Each idea is written in as few words as possible. 3. Do not use complete sentences. 4. Do not use little words: a, an, & the. Standard outline form: I. A. B. II. A. B. 1. 2. a. b. (1) (2) (a) (b)	English Composition for Children Series I. "Outlines"	To supplement the social studies curriculum - Middle Ages unit - set up a classroom center containing a filmstrip previewer and three filmstrips that present various aspects of life in the Middle Ages. As each child visits the center, he views all three filmstrips, then selects one to outline. The outline is placed in a folder on the teacher's desk to be picked up later by the librarian.

GRADE 6

MAIN IDEA 1,2,3,6,7,10,11,12,13,14,15,17 Report Writing

GOALS STATEMENT 1,2,3,4,5,6,7,8,9 Necessary to support classroom progress

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Taking notes means using your own words to list the important facts or ideas you find during your research.	Review points of note-taking: 1. Read material then close book and write in your own words what it means to you. 2. Use a separate card or page for each reference and note exact source for each. 3. Write topic at the top of each page or card used. 4. Quote accurately and use quotation marks.	Basic Library Skills transparency #12 Media: Resources for Discovery "One Search, One Report" "Choosing the Medium" "The World of Media" Transparency - How to Study #6, #7, #8	To supplement the science curriculum - ecology and conservation unit, set up a classroom center that contains two short (one or two page) copies of articles on some aspect of ecology or conservation. The articles should be mounted on tag board and laminated. There should also be a supply of 3 x 5 cards and a poster listing the four points of note-taking. Each student will visit the center and take notes on the articles producing a minimum of three notecards for each article.
	Librarian may read aloud short selections from encyclopedias or other books. After each paragraph is read, students state main idea in a single sentence.	Tape - Report Writing Skills - "Make a Note of It" (worksheet in appendix)	
	Listen to tape and orally outline important parts		
	Choose a paragraph in an encyclopedia and have pairs of students pull out the important points. Meet together and discuss results.	Reprint of short encyclopedia article World Book Encyclopedia reprints of insect, tree, or plant article Worksheets #1-6 (see appendix)	Use structural guide worksheets to construct outline and notes for science report on insects, trees or plants (see appendix).

GRADE 6
MAIN IDEA Report Writing
GOALS STATEMENT

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
There is a standard bibliographic form for recording the sources used in a report.	Define "bibliography." Pass out ditto and discuss each type using transparency.	*tr - and ditto of bibliographic forms for books, encyclopedias, and magazines	
	Incorrectly arrange parts of the bibliographical form on the overhead or flannelboard. Let children make corrections. Repeat several times for each type of entry.	*flannel board or transparency pieces depicting different parts of bibliographical form for books, encyclopedias and magazines	
	Remind students that data for a book entry can be found on the title page of the book.	Beck: A Guidebook for Teaching Library Skills Bk. 3 pp. 74-78.	
	Point out that each encyclopedia article has a name and that every volume has a title page. Always record the most recent copyright date. Pass out ditto and have students make corrections.	*a ditto bibliography with numerous errors in form	

GRADE 6 10,11,12,13,14,15 & 17 INITIATE
MAIN IDEA 1,2,3,6,7, Report Writing REINFORCE
GOALS STATEMENT 1,2,3,4,5,6,7,8&9 As necessary to support classroom program [✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
The library offers many resources for finding information for your reports.	Review library resources	Beck: A Guidebook for Teaching Library Skills, Bk. 3, p. 25	

GRADE 6
MAIN IDEA Report Writing
GOALS STATEMENT

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS

PROCEDURE

Review concepts learned previously on
1. evaluating resources,
2. choosing key words,
3. finding encyclopedia articles,
4. finding books,
5. finding vertical file materials,
6, finding audiovisual materials

MATERIALS

3.

Ditto: When You Come to the Library to Do Reference Work

1. Bring with you - pencil, eraser, paper.
2. Be sure you know what your subject is and the spelling of it.
3. First check the encyclopedia for your subject. Use more than one encyclopedia.
4. Next check the card catalog for SUBJECT cards on your subject. Find the call number and go to the shelves to see if the book is there. If you don't find a SUBJECT card with your subject on it, think what larger group of things your subject belongs to. Example: A skunk is an animal. If you don't find a subject card for SKUNK, look for a subject card ANIMALS. Go to the shelf with the call number of ANIMALS. Look in the index of a book on animals for "skunk."
5. Check the vertical file for additional material.
6. Check the card catalog for audio-visual material.
7. Remember:
    a. List the author, title, publisher, and page numbers of the book where you found your material.
    b. For an encyclopedia, write the name of the encyclopedia, year it was published, name of the article you have read, the volume, and the page number the article was on.
    c. Don't copy. Read the material; close the book and write down in your own words the main ideas you have gathered.
8. Before you leave:
    a. Put all material away where you found it.
    b. Push in your chair and leave a tidy table.

GRADE 6

MAIN IDEA 1,2,3,6,7,10,11,12,13,14,15,17. **Biographical Reporting**

GOALS STATEMENT 1,2,3,4,5,6,7,8,9.

INITIATE
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
There are many famous people who have become famous for some of the same things you might be interested in.	Use this unit to reinforce research skills and to broaden scope of outlook on biographical personalities.		Biographical reporting can be useful for career units. Teacher will take responsibility for final report writing and grading.
	Use worksheet #1 to seek out areas of personal interests of students.	Biographical Reporting - Worksheet #1-4 (see appendix)	
	Worksheet #2 - locating information and one book to read	Worksheet #3 & 4, evaluation forms (see appendix)	
	Use encyclopedia subheadings as outline headings and take notes from resources.		
	Write biographical report using only the notes.		
	Review bibliographic form.		

SIXTH GRADE SKILLS

Sources and Materials

1. Board of Education, City of Chicago. Curriculum Guide for Library Science. 1968.
2. Walker, H. Thomas. Teaching Media Skills: An Instructional Program for Elementary and Middle School Students. Libraries Unlimited, Inc. 1977.
3. Palovic, Lora. The Elementary School Library in Action. Parker. 1968.
4. Beck, Margaret. A Guidebook for Teaching Library Skills Bk. 3. T.S. Dennison & Co. 1966.

Transparencies

1. Basic Library Skills. St. Louis, Mo., Milliken, 1973. $7.95.
2. How to Study. Scriptographic Study Unit. 1962. Greenfield, Mass.

Sound Filmstrips

1. Media: Resources for Discovery. Chicago. Encyclopaedia Britannica Educational Corp. 1974. $128.00

   Titles used: "One Search, One Report"
   "Choosing the Medium"
   "The World of Media"
   "Indexes to Media"
   "Resources for Reference"

2. English Composition for Children - Series One. Verduga, Calif. Pied Piper. $68.00. Title used: "Outlines"
3. How to Use an Almanac. Cleveland. World Almanac, The Reading Lab. Inc. 1976.
4. The Library: Our Resource Center - Set 2. McGraw-Hill, 1975.

Miscellaneous

Report Writing Skills. Troll, 1974- 6 CS Tapes

Ideal Library Skills Charts, Ideal School Supply Co., Chicago, 1963.

Learning to Use the Library - A Weekly Reader Study Skills Series. Book C & D. Xerox Corp., 1973.

GRADE 7
MAIN IDEA 3,15,16 Orientation to the Library
GOALS STATEMENT 1,4,6

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Knowing library rules and locations of media and equipment is necessary in order to use the library efficiently. The card catalog is an index to library media and a source of bibliographic information. Some materials are not listed in the card catalog.	Introduce the library staff to the students. Distribute library handbook. Discuss rules and check-out times. Ask the students to identify the various parts of the card catalog. Discuss call numbers, fiction and nonfiction and the purpose of the Dewey Decimal System. Discuss the materials such as the vertical file, which are not included in the card catalog. Give each student a map of the library with numbers corresponding to various locations in the library. The student must write the name which corresponds to the number on the map. When the students have completed their maps, they may browse and check out materials.	*Library handbook or *Ditto of hours, check-out times, location of media. *Sample library pass *Oversize replica of catalog card or transparency of catalog card *Blank map of library	Math teachers may arrange with the librarian to have their students come to the library to put nonfiction books in order by call number. Recently returned books can be arranged on a book truck in shelf list order to be shelved later.

GRADE 7, 8, 9
MAIN IDEA 2,10 Using the Reader's Guide
GOALS STATEMENT 1,26, 8

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Information on specific subjects may be found in magazines by using The Reader's Guide to Periodical Literature.	(Each student will have chosen a topic to complete a report assigned by the teacher.) Explain the purpose and arrangement of The Reader's Guide and show sample volumes - paper and hardback. Show a sample entry on an overhead projector and explain the various parts of the entry. Show samples of abbreviations used and explain where the keys may be found in the volumes. Distribute copies of How to Use the Reader's Guide to all students. Ask the students to find an article on a subject which is available in the sample copy. They should look up as many articles as necessary until everyone understands how to read an entry. Show a list of periodicals in the Reader's Guide and explain that those owned by the library are checked.	*List of student topics provided by teacher. Sample volumes of Reader's Guide. *Transparencies: a. sample entry b. sample explaining abbreviations of magazines and months Pamphlet - How to Use The Reader's Guide Sound filmstrip - Reader's Guide to Periodical Literature Film: How to Use the Reader's Guide Various volumes of Reader's Guide	The teacher discusses the project and makes the assignment. How to Use the Reader's Guide may be used in the classroom to reinforce the library lesson. When a subject is discussed in class on which magazine articles should be available, a student may be sent to the library to look up articles and take them back to class.

GRADE 7, 8, 9
MAIN IDEA 2, 10 Using the Reader's Guide
GOALS STATEMENT 1,2,68

[✓ INITIATE]
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	Explain the list of magazine holdings and where they are located.	*List of magazine holdings and locations	
	Since there may not be enough volumes for each student, divide the class in half and one half can begin searching for their subjects in the card catalog before using the Reader's Guide.	*Sample "call slip" (see example)	
	Explain how to fill out a call slip.		
	Give individual help as needed.		

Sample "Magazine Call Slip"

UJHS - FISHER LIBRARY

MAGAZINE CALL SLIP

NAME OF MAGAZINE: ______________________

DATE OF MAGAZINE: ______________________

PAGES: ______________________________

YOUR NAME: __________________________

GRADE 7,8

MAIN IDEA 2,10,11 Using Biographical Reference Tools

GOALS STATEMENT 1,2,3,6,8

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
There are special tools in which to find information about persons. Discrimination between books containing information on the same subject is necessary. Information about persons can be found in many different sources and under different subject headings.	The teacher assigns a project in which the students must find information about famous persons. Arrange a book truck with various biographical materials on it. Discuss each one individually stressing purpose and scope. Distribute "Key Word Search Form" and explain and demonstrate how using different subject headings can help in research. Have a biographical reference race. Divide the class into two teams. Give each team a card with a different question on it, but of equal difficulty, which can be answered by consulting the books on the truck. The first team to get the right answer wins that round. Continue the race until the end of the period. The following day they will begin their research. Give individual help as needed.	*List of persons chosen for reports (from teacher). *Bibliography of biographical reference works. *Biographical reference race cards. Biography files (which may be part of the Vertical File or a separate file). Current Biography, Contemporary Authors, Webster's Biographical Dictionary, Chamber's Biographical Dictionary, Dictionary of American Biography, Concise Dictionary of National Biography, Who Was Who in American History, Who Was When, and special biographical dictionaries such as Biographical Dictionary of Musicians.	Teacher discusses the project and assigns the report. Librarian may go to classroom and give a book talk on biographies. Classroom bulletin boards on famous persons, i.e. rock stars, sport heroes, authors, etc.

GRADE 7, 8, 9

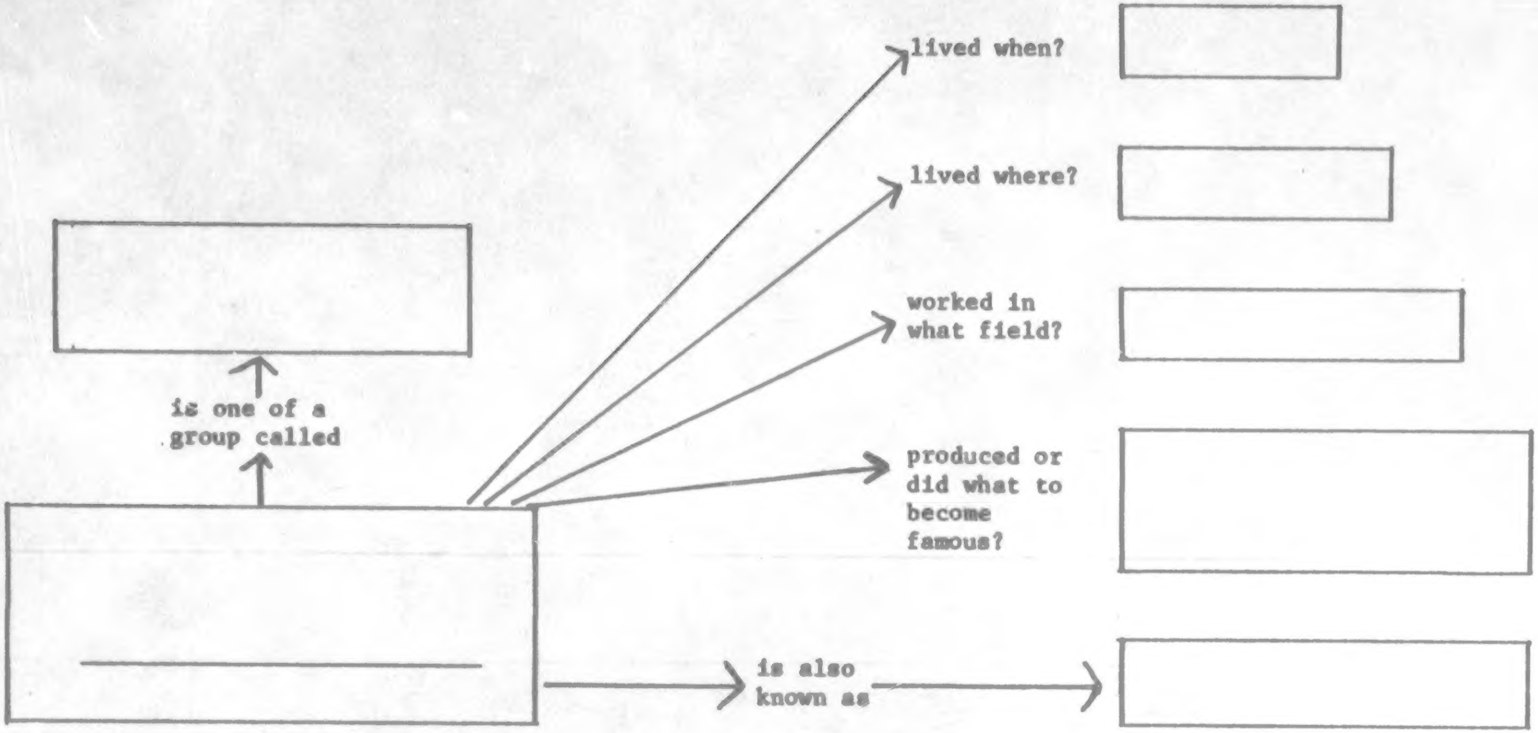
MAIN IDEA 2,10,11 Using Biographic Reference Tools

GOALS STATEMENT 12,3,68

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
		Selected collective biographies. *"Key-World Search Form" (see example) Sample questions: 1. Find a picture of Elvis Presley. 2. Where was Albert Einstein born? 3. Find a long article about Benjamin Franklin.	

Key - Word Search Form[1]


lived when?
lived where?
worked in what field?
produced or did what to become famous?
is one of a group called
is also known as

---

1. Adapted from: Wehmeyer, Lillian B. The School Librarian as Educator. Libraries Unlimited, 1976, p. 160.

GRADE 7, 8, 9
MAIN IDEA 1,2
GOALS STATEMENT 1,2,6,8

Using Encyclopedias and Special Dictionaries

INITIATE
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
There are differences among the various general encyclopedias. There are special encyclopedias and dictionaries for many subject areas.	Show the transparency on The Encyclopedia. Explain the differences in the encyclopedias which are owned by the library. Discuss the use of Yearbooks. Arrange various special encyclopedias and dictionaries on a cart and explain their uses. Each student must look up his topic in at least three different encyclopedias and make a chart showing the name of the encyclopedia subject heading under which the topic was found, number of pages or paragraphs of the article, whether signed or unsigned, number of subheadings, number of cross-references, number of illustrations and whether or not a bibliography is included.	Look-It-Up Book 2 Transparency - The Encyclopedia Sound filmstrip - How to Use Britannica 3. Researchlab (cards for research practice) Various encyclopedias and special dictionaries available in the library such as: World Book, Encyclopaedia Britannica, Merit Student's Encyclopedia, McGraw-Hill Encyclopedia of Science and Technology, Dictionary of American History, Lincoln Library, Dictionary of Art and Artists, etc. Various Yearbooks.	The teacher will have assigned a report which requires the use of encyclopedias and special dictionaries.

GRADE 7, 8, 9
MAIN IDEA 1,2,7,10 Using Special Reference Tools
GOALS STATEMENT 1,2,6,8,9

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
There are special tools in the library for locating special information. Indexes are important in facilitating access to information.	Arrange a representative collection of special reference tools on a book truck or table. Discuss each one in detail including purpose, scope and arrangement. Stress the use of indexes and/or tables of contents. Ask a sample question such as, "What is the largest airplane in the world?" The students must decide which title would be the best choice in which to find the answer. Have a reference race in which the class is divided into two teams. Give each team a card with a different question on it (but of equal difficulty); the first team to find the correct answer wins that round. The answers to each question should be available in one of the selected titles. Continue the race until the end of the period. Remind the students to play "Calendar Clue" which is set up in an accessible place in the library so	World Almanac, Guiness Book of World Records, Famous First Facts, Bartlett's Familiar Quotations, Rapid Fact Finder, Oxford Companion to English Literature Sample questions: When was the first ice cream cone eaten? Who wrote "The time has come, the Walrus said, to talk of many things"? What was the position of the Greek god, Hermes?	Students are sent to the library to look up the answers to a question which could not be found in the classroom.

GRADE 7, 9, 9
MAIN IDEA 1, 2, 7, 10 Using Special Reference Tools
GOALS STATEMENT 1, 2, 6, 8, 9

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	that all students have the opportunity to play. (See "Calendar Clue for Secondary Schools.") (This procedure can be used with other reference tools at different times during the year.)		

GRADE 7

MAIN IDEA 1,2,12,17 Using Geographical Tools

GOALS STATEMENT 1,2,6,8

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
There are various sources in the library for locating geographical information. Geographical reference books sometimes include helpful supplemental information.	Arrange the various sources of geographical information on a book truck and explain the uses of each and where they are located in the library. (National Geographic articles are bound separately and shelved in boxes according to broad subject areas.) Stress the value of knowing the date of publication. Explain that some dictionaries contain geographic information. Each student should examine as many of the sources as possible and make a list of all the types of supplementary information found in tables, charts, lists, appendices, etc.--any information not included on the map pages such as: airline mileage between cities, national parks, etc. Announce who has the longest list at the end of the period. While some students are working on the lists, others may work at a	Atlases such as: Rand McNally Cosmopolitan World Atlas, School and Library Atlas of the World, Shepherd's Historical Atlas. Gazetteers such as: Webster's Geographical Dictionary, representative folder from geography file. *Quiz box, sound filmstrip: Exploring the World of Maps Globe National Geographic Index and representative bound articles Laminated list of five true-false questions	Students come from the classroom with a worksheet which requires the use of different types of atlases to answer the questions. Geography students are asked by the teacher to plan a trip to a country or city, including itinerary, mileage, housing, transportation and cost. They must use the library to find the information. Students are sent to the library to find a map of a place which is being discussed in the classroom.

GRADE 7

MAIN IDEA 1,2,12,17 Using Geographical Tools

GOALS STATEMENT 1,2,6,8

[✓ INITIATE]
[✓ REINFORCE]
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
	learning center which has been decorated to represent a city or a country and containing books, audio-visual material, realia and a "Quiz Box." The "Quiz Box" is about 6" x 10", made of wood. On the top are 2 rows of 10 nails representing 10 true-false questions. Inside are batteries and wires which are set so that when the student selects the correct answer, a light will go on. The student chooses his answer by touching an attached cord to the appropriate nail head. The questions should relate to the city or country represented in the learning center, i.e. if the city is Madrid, one question could be, "The airline mileage between New York and Madrid is 3,000 miles."		

GRADE 7, 8, 9
MAIN IDEA 17
GOALS STATEMENT 2.3.7

Operation and Care of 16 mm Projectors

[✓ INITIATE]
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Students should understand the operation and care of equipment which they use in the library or classrooms.	Explain the basic operation of the projectors using transparencies on an overhead projector. Demonstrate threading, operating the machine, rewinding, and bulb replacement. Stress safety precautions and care of equipment. Each student should demonstrate to the librarian or A V specialist the ability to thread, operate, rewind, and replace bulbs on each type of 16 mm machine owned by the library. When the student has successfully completed the training, he or she should receive a certificate to indicate such achievement. (This procedure can be used for other types of equipment.) Students must renew their certificates each year. Monthly meetings of all projectionists is recommended.	16 mm projectors: Bell & Howell RCA Singer *Transparencies Film loops: Bell & Howell (Model 552 Autoload) Bell & Howell (Model 542 part 1 Bell & Howell (Model 542 part 2 Graflex (Model 815 parts I, II *Certificate of achievement for completion of training.	Teachers may send students from each of their classes to be trained in the use of library equipment. The students then will operate the equipment used in the teachers' classes.

GRADE 7, 8, 9
MAIN IDEA 10, 11, 16 Using and Making Bibliographies
GOALS STATEMENT 1,2,6

[✓ INITIATE]
[✓ REINFORCE]
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Bibliographies are useful in finding information as well as documenting sources of information.	To avoid confusion it is helpful to use one bibliographic form school-wide (distributed by the librarian). Give each student a copy of the form to be used in making bibliographies. Show a transparency on an overhead projector and explain the different forms for magazines, newspapers, books and pamphlets, and audiovisual materials. Explain that interviews can be a source of information and included in a bibliography. Show examples of bibliographies in books and those provided by the library.	*Transparency *Bibliographic forms Various bibliographies as examples	The teacher will require the students to prepare a bibliography for their reports and to use bibliographies in preparing their reports

8

SEVENTH, EIGHTH AND NINTH GRADE SKILLS

Sources and Materials

Professional Books:

Berner, Elsa. Integrating Library Instruction with Classroom Teaching at Plainview Junior High School. ALA, 1958.

Board of Education, City of Chicago. Curriculum Guide for Library Science, 1968.

Liesener, James. A Systematic Process for Planning Media Programs. ALA, 1976.

Walker, H. Thomas. Teaching Media Skills: an Instructional Program for Elementary and Middle School Students. Libraries Unlimited, 1977.

Wehmeyer, Lillian B. The School Librarian as Educator. Libraries Unlimited, 1976.

Instructional Materials:

Pamphlets

How to Use the Reader's Guide to Periodical Literature, Wilson.

Look It Up - Book 2. Field Enterprises Educational Corp.

Kits and Sound Filmstrips

Biography, Background for Inspiration. Library Filmstrip Center, 1967.

Exploring the World of Maps. National Geographic Society.

How to Use Britannica 3. Encyclopedia Britannica 1977.

Reader's Guide to Periodical Literature. Library Filmstrips Center, 1969.

Researchlab, Science Research Associates, Associates, 1974.

Transparencies

The Encyclopedia Colonial Films, 1967.

Using the Library. Eye Gate, 1968.

Films

How to Use the Reader's Guide to Periodical Literature. ACI, 1969. Champaign County Co-op #0677.

Film Loops

Bell and Howell (Model 552 Autoload). McGraw-Hill, 1968.

Bell and Howell (Model 542) Part 1. McGraw-Hill Text Films, 1969.

Bell and Howell (Model 542 Part 2. McGraw-Hill Text Films, 1969.

Graflex (Model 815) Part I, II. McGraw-Hill, 1968.

200

GRADE 10-12
MAIN IDEA 2,3,7,8,14,17
GOALS STATEMENT #1-9

Orientation to Library
Suggested minimum - one lesson

INITIATE
REINFORCE
[✓ EXPAND]

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Arrangement of all materials is logical within the physical limitations of the library area.	Pass out copies of the floor plan. Tell students of types of materials and equipment housed in the library, their location, and how they are arranged.	*Floor Plan of library.	Varies with classes and/or teachers. Work is done in library for the class. Examples:
Materials may be grouped by format or by special use. They are arranged within these groups either by a classification number, alphabetically or chronologically.	Point out location of card catalog, indexes and special collections, such as reference, career materials, microfilm, etc.		Locate information on an assigned subject in several types of materials (books, AV materials, magazine articles, reference collection). Information found is presented to rest of class.
	Divide class into small groups. Give them a list of items to locate in the library by using the floor plan.	*List of items to locate.	Students select individual research projects and look for topics and materials in the library for papers to be prepared for class.
	Indicate which materials may be borrowed. Point out that library staff will teach use of materials and equipment as needed.	*Rules for borrowing materials and using equipment.	

GRADE 10-12

MAIN IDEA 2,3,7,8,14,17 Orientation to Library

GOALS STATEMENT #1-9 Suggested minimum - one lesson

INITIATE
REINFORCE
EXPAND

DEVELOPMENTAL CONCEPTS	PROCEDURE	MATERIALS	INTEGRATED CLASSROOM ACTIVITIES
Use of library facilities is a privilege and demands responsible action from students in their behavior, use of facilities and equipment, and return of materials.	No passes for lunch hour and after school. Point out school attendance procedures and affect on library use - why passes are necessary. Library use may be restricted for certain kinds of actions such as disruptive behavior, defacing materials, etc.		
Librarians are teachers and resource persons	Point out that no search for materials should be abandoned without asking for help. Feel free to ask for help at all times.		
Most libraries, including this one, have limited resources and it may be necessary to use other libraries to locate needed materials.	Point out that Urbana Free Library is available for their use. All students may get cards. Suggest that students obtain library cards there if they have not already done so.		

PART II

HANDBOOK
for
LIBRARIANS

205

HINTS FOR NEW LIBRARIANS

1. Become familiar with your library as quickly as possible. Do not hesitate to ask questions of faculty members and/or administrators who have been at your school several years--they can certainly help.

2. Ask about specific ordering procedures. Talk with the secretary (or whoever is responsible for sending orders) about what the librarian's responsibilities are. If time allows, call the purchasing department located at the Central Office and ask someone to briefly describe the District ordering procedures.

3. Visit the Curriculum Library and talk with the staff to become familiar with their jobs. Find out what things librarians should do to aid in the processing of new materials.

4. Last, but not least, do not hesitate to ask questions of the other librarians in the District. They, along with this handbook, can familiarize you with library procedures throughout the District. Monthly librarian's meetings will provide time to discuss library operations with other Urbana librarians.

206

SUGGESTED SELECTION TOOLS

Appraisal; Children's Science Books, Children's Science Book Committee, 3 time per year.

Booklist, ALA, monthly.

Bulletin of the Center for Children's Books, University of Chicago Press, monthly.

Children's Catalog, Wilson, 1976. Yearly Supplements

Horn Book, The Horn Book, Inc., bi-monthly.

Interracial Books for Children Bulletin, Council on Interracial Books for Children, 8 times per year.

Junior High School Library Catalog, Wilson, 1975. Yearly Supplements.
Senior High School Library Catalog, Wilson, 1977 Yearly Supplements.

Language Arts, NCTE, monthly.

Metzner, Seymour. American History in Juvenile Books; a Chronological Guide, Wilson, 1966.

Previews, Bowker, monthly.

School Library Journal, Bowker, monthly

Selected U.S. Government Publications, U.S.G.P.O., monthly.

Sutherland, Zena. Best in Children's Books, University of Chicago Press, 1973.

Vertical File Index, Wilson, monthly.

URBANA COMMUNITY SCHOOLS DISTRICT #116

SCHOOL MEDIA SELECTION POLICY

MAY 1973

I. Responsibility

The ultimate responsibility for the selection of media resides in the Board of Education. The Board and the Administration of the schools delegate the actual selection of materials in accordance with the policies of the District to the professional staff whose training qualifies them to perform this function.

II. Definition of Terms

Media: The term media includes books, periodicals, newspapers, pictures, maps, study prints, pamphlets, films, transparencies, recordings, slides, microform, models, and all other instructional materials used in the various schools within the District in the media centers and in the classrooms.

Media Center: Facilities provided for the housing, circulation, and use of the above materials comprising the collection in each school.

Media specialist: An individual who has broad professional preparation in the selection, organization, and utilization of media, meets requirements for teaching and participates in instructional decisions.

Faculty: The term faculty refers to all professional school personnel such as teachers, media specialists, administrators, counselors, and other certificated personnel.

Selection: The term selection includes the choice of new materials for purchase, determination of use to be made of gifts, and removal of materials which may have become obsolete or inappropriate.

III. Objective of the District Selection Policy

The objective of the District Selection Policy is to provide guidelines for selecting and maintaining materials that will develop, enrich, and support the curriculum and meet the needs of the students and faculty served.

IV. Selection Procedures

Materials for schools are selected by the professional staff with due regard to suggestions from other faculty members, parents, and students. Final selection of media center materials is made by the media specialists of the school in which the center is housed. Final selection of classroom material is made by the faculty of each school. Professionally recognized reviewing periodicals, standard catalogs, and other selection aids are used by the faculty to guide them in their selection.

Guiding principles for selection of media are expressed in the American Association of School Librarians SCHOOL LIBRARY BILL OF RIGHTS and in the National Council of Teachers of English STUDENTS' RIGHT TO READ.

V. Criteria for Selection

Materials selected for the schools should include, but not be limited to, the following:

A. Materials which are an integral part of the instructional program.

B. Materials which are appropriate for the reading level and understanding of students in each school.

C. Materials which reflect the interests and needs of the students and faculty in each school.

D. Materials which merit inclusion in the collections because of their literary and/or artistic value.

E. Materials which present information with the greatest degree of accuracy and clarity possible.

F. Materials presenting as many opinions as possible on issues of contemporary concern so that students have opportunities to analyze varying points of view and to learn to think critically.

PROCEDURE FOR CHALLENGED MATERIALS

Occasional objections to a selection will be made by the public despite the qualifications of the persons who select the materials and the care taken to choose valuable materials for student and teacher use.

If a complaint is made, the procedures are as follows:

1. Be courteous, but make no commitments. Ask the complainant to fill out a simple complaint card (see Form 1) so that adequate determination of action to be taken is assured. Select the best means of communication appropriate at the time to meet the complaint. A telephone call or a letter explaining the basis for selection will usually satisfy most complainants.

2. In the event that the complainant has not received satisfaction through the preceding means, invite the complainant to file his objections in writing by filling out a Request for Reconsideration form (see Form 2). At the same time, provide this individual with a statement of the school district selection criteria.

3. After an appropriate time for the evaluation of the materials in relation to the complaint, invite the complainant to an informal meeting to discuss the basis for the criticism with a representative of the professional media staff, a representative of administration, the district library director, and a member of the faculty familiar with the material.

4. If the complainant is not satisfied by this meeting, appeal may be made to an appeal committee consisting of the district library director, the principal, the superintendent or his representative, and the media specialist or other faculty member.

   The material will remain in the school pending a decision of the committee.

   The committee will make a detailed study of the material in question:

   a. Examine the material referred to it as a whole and not on passages pulled out of context.

   b. Check recognized selection aids for evaluation of the materials.

   c. Weigh strengths and weaknesses and form opinions based on selection criteria, relevance to the curriculum, and educational philosophy of the school.

   d. Meet to discuss the material and to prepare a report on it.

   e. Notify complainant of the decision and send a formal report and recommendation to the school principal, the district administrative office, and the president of the Board of Education.

Form 1. SAMPLE COMPLAINT CARD

Material Challenged: ______________________

Date: __________________________

Name: ____________________________________

Address: _________________________________

Telephone: _______________________________

Complainant represents: ____ Himself or Herself

____ Organization

Reason for Complaint: _____________________

____

____

Took Form 2: Yes _____ No _____

Date Form 2 Returned: _____________________

Signature: _______________________________

Disposition of complaint: _________________

____

Form 2

CITIZEN'S REQUEST FOR RECONSIDERATION OF MATERIAL

Author ______________________________
Title ______________________________
Publisher or producer (if known) ______________
Request initiated by ____________________
Telephone ____________ Address ______________
City ____________________ Zip code __________
Complainant represents: _____ himself
_____ (name organization) _____
__________ _____ (identify other group) ____
____

1. To what in the work do you object? (Please be specific; cite pages or sections) ______________
____
2. What of value is there in this work? ______________
____
3. What do you feel might be the influence of this work?
____
____
4. For what age group would you recommend this work?
____
5. Did you study the entire work? _____ What pages or sections? ______________
6. Are you aware of the judgment of this work by critics?
____
7. Are you aware of the educational purpose in using this work? ______________
8. What do you believe is the theme or purpose of this work? ______________
____
9. What would you prefer the school do about this work?
_____ do not assign or recommend it to my child
_____ withdraw it from all students
_____ send it to media committee for reevaluation
10. What work would you recommend in its place that would convey as valuable a picture and perspective of a society or a set of values?
____
____

____
Signature of Complainant

Adapted from National Council of Teachers of English STUDENTS' RIGHT TO READ.

MEDIA SPECIALIST'S REPORT AND REQUEST FOR ADVICE AND ASSISTANCE

In the event that the complainant is not satisfied with the decision of the appeal committee and persists in pursuing the matter with the Board of Education, or in the professional opinion of the Media Specialist(s), the decision is detrimental to those precepts established by the Intellectual Freedom Committee, it is the professional responsibility of the media staff to submit a report to the chairman of the Intellectual Freedom Committee of the ILLINOIS ASSOCIATION FOR MEDIA IN EDUCATION.

FORM 3

Media Specialist's Form
Request for Advice and Assistance

An attempt has been made to restrict freedom of access to information in the following:

1. Material Challenged: ______________________________
2. Date: ______________
3. Address of Media Center: ______________________________
   ____
4. Complainant's Name: ______________________________
   Address: ______________________________
   Telephone: ______________________________
5. Local action taken (Include news clippings, legal advice sought, position of Board, etc.) ______________________________
   ____
   ____
6. Kind of Assistance Sought? ______________________________
   ____

Signature ______________________________

Title ______________________________

Mail to:

Chairman
Intellectual Freedom Committee
Illinois Association for Media in Education
Illinois Library Association
425 North Michigan Avenue, Suite 1303
Chicago, Illinois 60611
Telephone: 312-644-1896

B. ORDERING PROCEDURES

1. Library Supplies

Classroom supplies for the year are ordered in the spring of the year through the school office. A sheet of available supplies will be distributed to all faculty members. One should be sent to the library. These supplies include such things as 3 x 5" cards, ditto paper, construction paper, pencils, pens, chalk, glue and other general teaching supplies. Try to make a good guess as to what you will need for the year as the office must order for all teachers for the whole year.

Supplies not on this list must also be ordered in the spring as supplemental items. Throughout the year, keep a little folder of notes on things that you need through the year as it is hard to think of everything at one time.

Consumable library supplies such as book pockets, circulation cards, periodical record cards, cloth mending tape, etc., can be ordered from library supply houses. The following items may be obtained from the Curriculum Library in small quantities: plastic book covers, catalog cards circulation cards, book pockets, library paste and glue.

Throughout the year, necessary small purchases can be had from petty cash. This is a very limited fund administered by the principal, so don't depend on it too much. Your best way to have the supplies you need is to think ahead and order in the spring, when the budget is being compiled.

2. Books

For every book ordered there must be a temporary 3 x 5 order card. The making of these cards is the first step in the ordering procedure and a file of these cards should be maintained all during the year. Use professional cataloging rules for capitalization and form.

Call number if
known

Author's last name, first
Title
Publisher, date
Price

Your School Name

(space for other information
as "duplicate" or "replacement
for #------")
Source
SLJ, BCCB or Teacher

this isn't
necessary for
Curriculum
Library but is
helpful to you
when reviewing
your order.

2. Books (cont.)

You will be ordering the greatest number of books in April or May when you will spend up to 50% of your anticipated book budget for the next school year. The percent of your anticipated budget that you spend will depend upon your own judgement; however, the Curriculum Library is set up to efficiently process the greatest bulk of our books during the summer months. This frees them for other services during the school year.

Since jobbers will be unable to send you every book you order, over order by about 25%. On your requisition indicate how much actually should be spent. For example, if your anticipated budget is $2,000.00 and you wish to spend 75% on your spring order, type "Fill to $1,500.00" across your requisition. Over order by 25%, however, so include $2,000.00 worth of materials in your total order. The order cards for those books not supplied will be returned to you the next fall so that you can re-order them later.

Arrange your order cards alphabetically by author and type your order on dittos as shown in the following example. (Order forms provided by Baker and Taylor may be used.)

LIBRARY BOOK ORDER

Thomas Paine School
April 20, 1978

Joanne Kelly, Librarian

AUTHOR	TITLE	PUBLISHER	PRICE
Alexander, Martha	Blackboard bear	Dial	$2.96
Allen, John	Legends & Lore of Southern Illinois	Area Services Div.	10.95
Almedinger, E. M.	The story of Gundrun	Norton	3.75
Ambrus, Victor	The little cockerel	Harcourt	3.50
American Heritage	The battle of Yorktown	Amer. Her.	5.49
American Heritage	Steamboat on the Mississippi	Harper	4.79
Andersen, Hans Christian	The little match girl	Houghton	3.23
Anglund, Joan	Spring is a new beginning	Harcourt	1.95

Next type a requisition to be sent with your order. All materials that are to be processed by the Curriculum Library should have "Curriculum Library" typed in the space marked "School" in the upper right hand corner of the requisition form. See example.

REQUISITION FOR MATERIALS OR SERVICES

URBANA COMMUNITY SCHOOL DISTRICT 116 — URBANA, ILLINOIS

Requisition No.

School Curriculum Library

District No. 116 City Urbana, Illinois

Date January 27 19

Note: All requisitions must be made on this form, dated and signed by the person requesting material or services. Definite detailed information must be given for each item. In case of books, give exact title, edition, author, publisher and business address.

To be filled in by the Superintendent or Business Office

To be charged to Library, Thomas Paine School
Library Print Budget ASN 4010

Purchase Order No.

Quantity	Description	Unit Price	Amount
	Books as per list. Publishers' library bindings only, when available. PLEASE MARK CARTONS for Thomas Paine School Fill to $100	$	
	TOTAL	$	

Baker and Taylor, Inc.
Gladiola Avenue
Momence, Illinois 60954

Department Thomas Paine Library

Requested by

Approved by
Principal

Purchase Approval
Supt. or bus. office

Make 4 copies of requisition and 10 copies of the order list.

1 requisition copy for library records with order list

1 requisition copy to Curriculum Library with order list and order cards

1 requisition to Principal with order list

1 requisition to Purchasing Department with 7 copies of order list

Smaller book orders sent in during the year should follow this same procedure, always indicating the amount to be spent on the requisition.

In some cases you may wish to order materials directly from the publisher. For small orders you need not type a dittoed separate order but may follow the example below:

REQUISITION FOR MATERIALS OR SERVICES

URBANA COMMUNITY SCHOOL DISTRICT 116 — URBANA, ILLINOIS

Requisition No.__________

School Curriculum Library

District No. 116 City Urbana, Illinois

Date__________ 19____
Month Date Year

Note: All requisitions must be made on this form, dated and signed by the person requesting material or services. Definite detailed information must be given for each item. In case of books, give exact title, edition, author, publisher and business address.

To be filled in by the Superintendent or Business Office

To be charged to Thomas Paine Library
Year (1978-79) budget

Purchase Order No. ASN 6054

Quantity	Description	Unit Price		Amount
		$		
1	Kinder Owl Books Set of 20 books (SNBO3-0540-2)	44	97	
1	Little Owl Books Set of 40 books (SNBO3-06087-8)	74	97	
	Please mark cartons for Thomas Paine School			
	TOTAL	$ 119	94	

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Department Thomas Paine Library

Requested by__________

Approved by__________ Principal

Purchase Approval__________ Supt. or bus. office

3. Audiovisual Materials

All audiovisual materials should be previewed and evaluated before purchase, if possible. (See sample evaluation form.) A file should be kept of all previewed material.

Order cards should also be made for each set or separate title ordered. Follow the example below:

Title
Producer, date if known
Description such as "4 color filmstrips, 2 records"
(Stock number), price
List of individual titles if a series

Your school name

Producer's address

4. Career Education Materials

Librarians should be aware of any funds made available to schools for career education. Appropriate library materials may be ordered from these funds. These funds are included as a line item on every school budget printout.

5. Confirming Orders

Occasionally materials for which payment must be made are received prior to this issuing of a requisition. This would occur for example, if preview materials were approved and retained. In this case, make out a requisition as if the materials were being ordered but type "CONFIRMING ORDER. WE HAVE THESE MATERIALS." across the bottom of the form. The remaining ordering procedures will be unchanged.

You will be ordering the greatest part of your AV order in the spring. Since AV orders are sent directly to individual producers, you need not over order.

You will need an individual requisition for each producer. In some cases you will still need to type a dittoed sheet if the order is too large for a requisition form but in many cases you will need only four copies of the requisition. See example:

REQUISITION FOR MATERIALS OR SERVICES

URBANA COMMUNITY SCHOOL DISTRICT 116 — URBANA, ILLINOIS

Requisition No. ______

School Curriculum Library

District No. 116 City Urbana, Illinois

Date April 16 19 78

Note: All requisitions must be made on this form, dated and signed by the person requesting material or services. Definite detailed information must be given for each item. In case of books, give exact title, edition, author, publisher and business address.

To be filled in by the Superintendent or Business Office

To be charged to Thomas Paine AV
(year) ASN 4036

Purchase Order No. ______

Quantity	Description	Unit Price		Amount
		$		
1	Pets #TSP-105R (8 study prints, 1 record)	12	00	
1	Tales of the wise old owl, Group 1, #HC103-SAR (6 filmstrips, 3 records)	51	30	
	TOTAL	$ 63	30	

Society for Visual Education
1345 Diversey
Chicago, Illinois 60614

Department Library

Requested by ______

Approved by ______
Principal

Purchase Approval ______
Supt. or bus. office

4. Magazines

Periodicals are ordered in the spring with the majority of the periodicals coming from a jobber. Your magazine order should be typed on a ditto with at least 20 copies sent to the Purchasing Department. These orders are then submitted for bids from various jobbers. Both children's and professional magazines should be on the spring order.

Your magazine order list should include at the top of the page the name of your school and date. For each magazine include title, number of subscriptions, length of subscription (9 or 12 months), and approximate price. The price can be located from the pamphlet "Guide to Children's Magazines, Newspapers, and Reference Books" published by the Association for Childhood Education, International, or other guides. Example:

LIBRARY (Name of School)
STREET ADDRESS
Urbana, Illinois 61801

The following magazines to be ordered as of September, 1978:

No. of Subscriptions	Title of Magazine	Subs. Period - Mos.	Price
1	Adolescence	12	$______
1	America	12	$______

Some periodicals such as Abridged Reader's Guide cannot be purchased from a jobber. These magazines should be ordered direct at the end of the school year for the following school year. Consult your magazine file for these. Jobbers are not paid until all periodicals are being received by the schools. In the fall the Purchasing Department must be advised as to the status of each subscription.

5. Government Documents

If you do not receive the regular U.S. Printing Office Checklist you may wish to write to the U.S. Printing Office at the address below and ask to be placed on their mailing list for "Selected U.S. Government Publications." They frequently have valuable material suitable for the Vertical File on such subjects as Space Flights, Indians, National Parks, the flag, etc. This catalog is free.

U.S. Government Printing Office
Division of Public Documents
Washington, D.C. 20402

6. Government Funded Programs (Title IV)

Order cards are necessary for each Title IV-B purchase. Print or non-print materials or equipment may be ordered with Title IV-B funds.

When typing the dittos for your order, head each page with your school name and Title IV-B under the name. In the upper right hand corner of each page put:

Champaign County
School District Number 116
Urbana, Illinois
Title IV-B -- 197_ - 197_

List materials for only one producer or publisher on a page. The name and address of the producer should appear on the upper center part of the page.

Send ten copies of your order and the ditto masters to the Purchasing Department. The order cards should be sent to Curriculum Library.

See example:

Sound filmstrips
and
Cassette card lessons

Thomas Paine School
Library
Title IV-B
1st Priority Listing

Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614

Phonics - Initial Consonant Sounds - Group 2 115-SBTC 6 filmstrips, 3 cassettes	$ 78.00
Phonics - Initial Consonant Sounds - Group 3 115-SCTC 6 filmstrips, 3 cassettes	$ 78.00
18 cassette/Response Card Lessons 4050 9 cards, 9 cassettes	$ 80.00
20 cassettes/Response Card Lessons 4051 10 cards, 10 cassettes	$ 85.00

7. 16mm Films

Other than the funds paid to the Champaign County Coop, there is no established budget for ordering 16 mm. films.

Champaign County Coop

Urbana schools are members of this organization and have full use of all films. Each teacher is given a current catalog at the beginning of the school year. Order forms are available through each school library or office. One person from each building is usually in charge of Coop circulation. Previews of new films may be requested from Urbana members of the Coop selection committee. The names of elementary and secondary representatives are available from other librarians.

Other Sources

1. Curriculum Library
2. National Dairy Council
3. Lincoln Trails Library System
4. Other free film catalogs
5. Rental films may be ordered from other places, such as The University of Illinois, but payment procedures should be checked before ordering.

Order form for Champaign County Coop

CHAMPAIGN COUNTY FILM COOPERATIVE
1400 North Hagan Drive, Champaign, Illinois 61820 **217/359-8903**

Film Request Form

Date__________ **Teacher**__________________ **District**__________ **Building**______________

FILM NUMBER	TITLE	DATE REQUESTED			
		DATE WANTED	NO LATER THAN	CONFIRMED FOR WEEK OF	NOT AVAILABLE

Submit BOTH copies of request form to Co-op office. One copy will be returned with availability information. Any films reported as not available for requested date may be reordered. Please return all films within 3 days to Film Co-op. Please order 3-4 weeks prior to date wanted.

SAMPLE EVALUATION FORM

UJHS-FC Library
8/28/78

UJHS-FISHER CAMPUS AV EVALUATION

Teacher's Name ____________________

Date ____________________

Return by ____________________

TITLE OF MATERIAL ____

PRODUCER ____________________ Filmstrip ____ Sound Filmstrip ____

Record ____ Tape ____ 8mm Loop ____ Slides ____ Transparencies ____

Who could use this material? ____________________________

____

Please comment on quality, usefulness, subject treatment, etc. relevant to purchase consideration.

____

____

____

____

Suitable for grade(s) elementary ____ 7 ____ 8 ____ 9 ____

Senior high ____

Your estimate of the material: Poor ____ Fair ____ Good ____

Very good ____ Excellent ____

Your estimate of value of material to the collection:

Adds Nothing ____ Duplicates ____ Enriches ____ Fills a void ____

Recommendation for purchase: yes ____ no ____

- -

ROUTING INFORMATION SLIP

____________________ sent to ____________________
(Title of film) (Teacher's name)

on ____________________.
(Date)

☐ Film returned

☐ Evaluation returned

CHAMPAIGN COUNTY FILM COOP PROCEDURES FOR K-6 SELECTION

This information is for the Committee Chairman.

1. Collect all the teacher evaluations from each school and the Curriculum Library.
2. Go through the reviews, eliminating titles already purchased and titles with poor reviews.
3. Divide the titles with good reviews into first, second, and third choices at each of three levels: K-3, 4-6, and a category termed all levels.

On attending the Selection Meeting of the Coop:

1. A list is given participants of films with high usage from which duplicates might be ordered.
2. Notice that on this list there might be large numbers of refusals necessary for seasonal or holiday films.
3. Another list will be presented by the Coop of films damaged beyond repair for which replacements must be considered.
4. Each year the committee identifies needed subjects which would cause the evaluations for new films in these areas to be considered first.
5. Possible discounts and deals available to the Coop from various companies are discussed.
6. Committee identifies subject areas for preview emphasis for the coming year.

Previewing hints:

1. Send letters to producers introducing yourself as a member of the selection committee. Ask for information about previewing.
2. When you have films coming, prepare a preview request sheet for the teachers.
3. Give the teachers their preview films with preview sheets. Keep the bottom part of the form until the teacher involved returns the film and the review.
4. Have handouts ready to remind teachers about turning in the reviews.

5. Preview all the films yourself and be sure to put the price and the producer on the review sheets.

6. INSURE ALL FILMS WHEN THEY ARE RETURNED. When late slips arrive, just return a letter with a copy of the insurance slip.

7. At the end of the year send a note of thanks to the producers who have allowed you to preview their films.

The chairman will send follow-up notes for the County Coop to each library if there are long overdue films. The chairman also will relay messages to the District schools.

C. MAINTENANCE AND MANAGEMENT

1. Library Personnel

a. Clerks and Aides

The Library Clerk (or Aide) is employed by the Urbana School District to assist the librarian in the library program. Below are listed responsibilities which a person in this capacity might handle.

Circulation desk operation (whenever parent volunteer not available)
  Assisting students in finding materials
  Reserving materials
  Filing circulation cards
  Act as resource person for parent volunteers

Typing
  Cards and pockets for AV materials
  Duplicate and replacement cards
  Bibliographies
  Correspondence
  Overdue lists
  Requisitions for purchase of new materials
  Prepare schedule for holiday materials circulation

Assistance with the library collection
  Book repair
  Assembling collections upon request by teacher
  Check in new library materials against order form
  Check in new magazines on periodical record cards
  Filing catalog cards (above the rods)

Miscellaneous
  Telephone calls
  Scheduling mother volunteers, calling substitutes
  Care of vertical file
  Setting up AV equipment, demonstrating use to individual students
  Supervising student library aides

b. Volunteers

1. Library volunteer coordinator can be responsible for:

   a. Scheduling volunteers
   b. Locating substitutes for volunteers
   c. Being a contact person for volunteers who are unable to report.
   d. Assisting in all library activities involving adult volunteers.
   e. Working closely with the librarian in all facets of volunteer help.

2. Volunteers can be responsible for:

   a. Circulation procedures
   b. Filing catalog cards above the rod. (Librarian should always double check.)
   c. Typing, sorting and assembling various materials.
   d. Overdues
   e. Book repair
   f. Maintaining vertical file and clipping newspapers.
   g. Some volunteers may have special talents that they would enjoy sharing. Artistic ability is very helpful.

3. Librarian should be responsible for:

   a. Working with coordinator to recruit volunteers
   b. Holding a briefing session early in the year for all volunteers to meet one another and become acquainted with library procedures. A nice gesture is to hold a tea or evening coffee in the library hosted by the librarian and coordinator. A friendly, relaxed time will help establish good relationships.
   c. Prepare a written list of instructions for volunteers. Distribute to all but have one copy available at the circulation desk. Examples available from Prairie and Thomas Paine.
   d. Express appreciation for volunteer help frequently. Some schools have found an appreciation tea hosted by the faculty to be an appropriate way to close the school year, perhaps during inventory.

4. Recruiting and scheduling

   a. Coordinator can recruit parents during school registration. A table can be set up where the coordinator can speak to potential volunteers and sign them up on the spot.
   b. Parents of all new students should be contacted by telephone.
   c. Parents who cannot work outside the home but who are interested in helping can be trained as "callers." Their timely telephone call to each volunteer serves as a reminder of every library commitment.
   d. A schedule should be sent to each volunteer monthly. This schedule may include phone numbers of all volunteers and perhaps a note of thanks from the coordinator or librarian. It can also communicate any news or announcements of interest to the volunteers.

c. Students

Capable students are a source of good help to the librarian. They can perform many routine tasks which will greatly aid in maintaining an organized collection and in addition their experience will contribute to their own knowledge and use of the library.

I. Elementary Students

A. Selection

1. Intermediate students seem to be more accurate and responsible. Primary students should be used on special occasions and at the librarian's discretion.

2. A library aide test may help the librarian determine skills of students and assist in job assignments. The test should include a clear statment of aide responsibility and test specific skills involved in various duties. A poor test score should not prevent a student from giving help, since many tasks do not demand sophisticated library skills.

B. Responsibilities

1. Shelving materials
2. Straightening shelves
3. Stamping
4. Alphabetizing
5. Watering plants
6. Dusting, vacuuming and other maintenance
7. Assisting younger children

C. Organization

1. Responsible to librarian and library clerk
2. Assigned regular time and days
3. Duties are clear--a list of responsibilities will help early in the year.
4. A system of regular evaluation should be established
5. Dismissals may be given after several warnings to students not fulfilling their responsibilities.
6. Some form of recognition should be given. Library aide pins are available from library supply houses as are certificates to be awarded at the end of the school year.

II. Junior High School

Student Aides

At the junior high school students work in the library as part of the program of vocational education. They receive a grade for the work they do in the library. The following tasks may be performed by student library aides:

1. Check-out materials
2. Receive and stamp student passes
3. Pick up and deliver equipment and materials
4. Laminate and dry mount pictures and other materials

5. General housekeeping
6. Erase tapes
7. Clean heads on tape recorders
8. Clean earphones
9. Check in magazines
10. Put up newspapers

d. Other Sources

1. Retired Senior Volunteer Program
2. Work Study Program though Urbana Senior High School
3. University of Illinois Library School Practicum Students

2. Record Keeping

a. Budget Records

It is very helpful to keep your own budget record so that you will always know approximately how much money remains in each of the library accounts. The record can be as simple as you can make it and still be understandable. It's a good idea to keep a separate notebook for this purpose.

The initial entry will be your estimated budget for the year based upon the number of students in your school. This should be entered as soon as you begin writing orders in the spring for the following year. One of the first items deducted from this figure will probably be your magazine order. You will have to estimate this since the figure is never firm, but you can base your estimate on your order from the previous year.

The spring book order and AV order will probably be next. You will have firm amounts here. Date each entry and, if you wish, add the purchase order number if and when you receive the gold copy from the purchasing department.

Your budget book can look something like this:

	Estimated Budget		$ 1200.00
4-16	Magazine order (est.)		146.50
		balance:	1054.50
4-21	Baker and Taylor book order		875.00
		balance:	179.50

The computer printout of all school budgets is updated every two weeks and should be available for you to look over in your school office. These budget reports may differ from your estimated balance since items like shipping costs may not have been deducted from your own records. Periodically you will want to adjust your records to reflect the totals shown officially in bookkeeping. If there seems to be a major discrepancy between your figure and the one shown on the printout, you can call the bookkeeping department and they will check it for you.

b. Order Records

In order that budgets are wisely spent and that unnecessary duplications do not occur, keep a card file of possible orders and transfer them to an "on order" file and date them when they have been ordered. It is important to check the card catalog and all order files before ordering any materials. This is especially important when you are ordering AV materials. Duplicate ordering may occur because librarians are not always told when their materials orders have arrived at the Curriculum Library. It is important to check with Curriculum Library before reordering any materials you feel may be there awaiting processing. All orders are sent directly to Curriculum Library for processing.

If there has been an error in the order itself contact the Purchasing Department. Books incorrectly cataloged should be returned to the Curriculum Library.

c. Magazine Records and Holdings

Using commercially available pre-printed periodical cards seems the easiest method of recording holdings. Some schools, especially secondary, may choose to bind back issues of popular periodicals.

d. Standard Catalogs

The Standard Catalogs published by H. W. Wilson are excellent selection tools and the latest editions of the appropriate level should be kept in your professional collection. The catalog should be marked with your library holdings so you can easily fill in gaps in your collection.

e. Record of Holdings

A yearly assessment of the print collection is a valuable record. Set up a notebook for this purpose and update it every year during inventory.

Procedure:

1. In a notebook list every label on the guide cards of your shelf list.
2. Make a card or slip with the same labels.
3. Have students take the slips to the appropriate section of shelving and count the books indicated on the slip. Record that number in your holdings book.

Use this yearly record to evaluate your collection for balance and to point out areas of heavy loss. This record will also give the exact number of books in your total collection.

f. Circulation Statistics

It is recommended that every library sample their circulation for at least one week three times a year. The gathered information should be recorded in a permanent place such as your Holdings Record Book.

3. Inventory

   A. When: Two weeks before school vacation begins.

   B. Purpose:

      1. Accurate records.
      2. Collection maintenance.
      3. Assessment of collection balance and activity.

   C. Procedures:

      1. Arrange with principal and staff for limited services during inventory. These services will vary based upon individual school demands.

      2. Order shelf list from Curriculum Library.

      3. Read shelves.

      4. Plan a work schedule to determine progress and notify staff.

      5. Make all possible efforts to have all materials returned or paid for. (See "End of the Year Overdues" at the end of this chapter.)

      6. Arrange with Volunteer Coordinator to contact and schedule parent and community volunteers. Teams of two work best.

      7. Have one team member read title and number of copies. Other team member calls back accession numbers.

      8. Problems during inventory.

         a. Book missing - If only a single copy of the title is missing, turn the shelf list card on end, call number up. Multiple copy books should have "1" and year '79 written in pencil next to the accession number of the missing copy and the card turned on end.

         b. No shelf list card. Pull book and make a colored temporary shelf list card. These books and cards should be sent to Curriculum Library after you have checked the card catalog for cards.

         c. Damaged book - Inventory and turn up card (if book is repaired and returned to shelf turn down card, if book is discarded or sent to bindery shelf list card will need to indicate this change).

9. Completion of Inventory:

a. Search all possible places for lost books: bindery, repair shelf, problems, etc.

b. Go through upturned cards for possibilities for replacement.

c. Pull cards for single copies of books lost for three or more years. Remove catalog cards if they are not to be replaced. File the shelf list card in "Withdrawn" file.

d. Mark all cards for lost books with "1" and year and turn them back down.

10. End of the Year Overdues

a. Begin immediately after last due date of the year to inform teachers and students of material still checked out.

b. Send some type of notification at least every two or three days so current status is always clear.

c. Letters to parents may be sent when student contact has brought no results. Elementary librarians may ask teachers to notify parents of children in their room by phone.

d. End of the notification (the last week) should always include author, title and replacement price.

e. Follow payment procedures for lost books in overdue section.

4. Bindery Procedures and Mending

A. In selecting books to be rebound, keep in mind the following points:

1. Are pages damaged or missing making replacement a better course?

2. Is the book still appropriate for the collection?

3. Does the circulation warrant rebinding or replacement?

4. Are margins wide enough to permit rebinding?

5. Compare current rebinding price to replacement price.

B. Procedures

1. Remove card and pocket.
2. Prepare requisition for the number of books to be rebound.
3. Be sure circulation cards accompany a copy of the requisition to the Curriculum Library.
4. Package books appropriately for the type of transporting the bindery requires.
5. Keep pockets as a record of titles with your copy of the requisition.

C. Mending Books

Caution children not to repair books themselves. Explain that we use special materials to repair books but that any damage should be reported so that needed repairs can be made before further damage occurs.

Several libraries have found that library volunteers can be trained to do mending. You will probably find that you do not have time to do extensive mending yourself.

5. Replacing Lost or Filled Circulation Cards

DO NOT make new circulation cards without destroying the old card when available. Indicate "duplicate" on the new card if the old card is lost.

A. Lost cards:

1. If there is no one waiting to borrow the book, put it aside on your "Problem" shelf. Usually the card will show up later.
2. If student wants the book, make a duplicate card.

B. Filled Cards

1. Alert volunteers to the fact that when the last line is crossed out a new card must be made.
2. Place card and book on your "Problem" shelf to have a new card made. A small tear at the top of the circulation card will immediately indicate the filled card.
3. Type a group at a time if possible.

4. Students wanting a book with a filled card should be allowed to check out the book:

    a. Paper clip old card to back of a new blank card.
    b. Student fills in borrower information as usual.
    c. Both cards are placed on the Problem Shelf so that the new card can be completed later.

6. Weeding and Discarding Books

A. Weeding

Weeding is important and should be done systematically and with as much care as the selection of materials. The following categories of materials should be considered for weeding:

1. Duplicates which are no longer needed.
2. Superseded editions.
3. Materials which have not been checked out for several years.
4. Materials that need repair (to be mended, rebound, or discarded).
5. Materials which have become outdated in content, style, theme, or illustrations.

B. Discarding

When to discard

1. As needed during the year.
2. At inventory when all records can be brought up to date at one time.

Procedures for discarding

1. "d" with year indication written on shelf list card. (Inform Curriculum Library during the school year.)

2. Remove or mark out all identification marks on the books.

3. Keep circulation cards for new ordering (paper clip to order card).

4. Send pocket to Curriculum Library if "d" is done during the school year.

5. Remove shelf list and catalog cards of all single copies that will not be replaced.

    (Suggestion: Save covers for displays if you have other copies or will be replacing.)

6. File shelf list card in a "Withdrawn" file in your shelf list. Mark card with date withdrawn.

7. Keep a record of books discarded during the year (suggest circulation card). Check shelf list during inventory to be sure shelf list cards have been placed in "Withdrawn" file.

8. Be aware that materials withdrawn because of 1. or 3. under "Weeding" may be of use to other libraries within our district.

7. Maintaining the Card Catalog

It is of prime importance that the card catalog be maintained and kept up-to-date.

1. Be sensitive to requests and add "See" and "See Also" references as needed to guide users to appropriate key words.
2. Guide cards are extremely helpful, particularly in elementary schools where alphabetical order may not be used with ease.
3. An alphabet list outside the catalog is helpful as are clearly marked drawers.
4. Instruction in use is imperative for school work and personal satisfaction.
5. Remove cards for lost or discarded books that are not to be replaced.
6. Cards for new materials should be filed as soon as possible.

8. Most card catalogs in District 116 were originally set up using the "Fourteen Basic Filing Rules" found on page 140. We recommend that librarians also consult:

American Library Association. ALA rules for filing catalog cards, most recent abridged edition.

FOURTEEN BASIC FILING RULES WITH EXAMPLES

1. Basic rule: Arrange all entries alphabetically according to the English alphabet. Arrange letter by letter to the end of the first word; if the first words are the same, subarrange by the next word, and so on.

    At our house
    At the fair
    Atlantic seashores
    Attic remodeling

New Amsterdam		New Amsterdam
New England		Newark
New York	not	New England
Newark		Newfoundland
Newfoundland		New York

2. When the first word of a title is an article (a, an or the, in any language) it is disregarded in filing.

    The man
    The man and the boy
    A man in a boat
    The man in the house
    Man over the ages

3. Common abbreviations are arranged as if spelled out.

    The doctor and his education
    Dr. Tom Dooley
    Doctor Tom's story

4. A name beginning M', Mc or Mac is filed as though it was spelled Mac.

    McDonald, John L.
    Macdonald, William
    Maclaren, Albert
    M'Laren, Betty

5. Numbers are filed as if they were spelled out and as pronounced.

    The third decade
    32 years in Washington
    Three days
    300 Famous authors
    Three hundred fifty chances
    3000 names for babies
    3005 names for babies

6. Period divisions of history are filed chronologically after other subdivisions of HISTORY. A longer period of time comes before shorter spaces of time included in it.

    FRANCE-HISTORY
    FRANCE-HISTORY - PICTORIAL WORKS.
    FRANCE-HISTORY - SOURCES.
    FRANCE-HISTORY - to 1945.
    FRANCE-HISTORY - 17th CENTURY.
    FRANCE-HISTORY - 19th CENTURY.
    FRANCE-HISTORY - 1914-1940.
    FRANCE-HISTORY - 1914-1918.
    FRANCE-HISTORY - 1945-

7. SUBJECT cards of one topic, together with subdivisions of this topic are filed before TITLES and PHRASES beginning with the same word.

    FLAGS-GERMANY
    FLAGS-UNITED NATIONS.
    Flags and their symbolism.

8. The dash comes before the comma when the preceding word is the same.

    PHOTOGRAPHY-LENSES.
    PHOTOGRAPHY-RESEARCH.
    PHOTOGRAPHY, ELECTRONIC.

9. A hyphen between two words is disregarded in filing.

    A reaction that caused a war.
    Reaction-time theories
    Reactions in chemistry

10. Cards for books about an author are filed immediately after cards for books by that same author.

    Shakespeare, William, 1564-1616.
       Julius Caesar.

    SHAKESPEARE, WILLIAM, 1564-1616.

11. A forename used as a heading is filed before that same name used as a surname.

    Louis XIII, King of France, 1610-1643.
    Louis XV, King of France, 1715-1774.
    Louis, Gerald Andrew

12. Initials file before words beginning with the same letter.

ABC of gardening.
Aardvarks I have known.
NBC; a history
Nations at peace.

13. When the same word or words are used for several different kinds of entry, the entries are arranged as follows:

Person (main, added and subject entries)
Place (main, added and subject entries)
Thing (usually subject entry)
Title (or longer heading beginning with the same word)

Rivers, Warren Dean.
RIVERS, WARREN DEAN.
Rivers, Minn.
RIVERS, MINN.
RIVERS.
Rivers in Kentucky.

Washington, Booker Taliaferro.
WASHINGTON, BOOKER TALIAFERRO.
Washington (State)
Washington (STATE)
Washington, Conn.
Washington, a history.

14. Under an author's name the entries are arranged as follows:

main entry
added entry
subject entry

Toynbee, Arnold Joseph, 1889- (Main)
The prospects of civilization.

Toynbee, Arnold Joseph 1889- tr.
Mandriot, Pierre, (Added)
The meaning of history

TOYNBEE, ARNOLD JOSEPH, 1889-
Mason, Henry Lloyd. (Subject)
Tonybee's approach to world politics.

8. Special Collections

Try to keep special collections to a minimum in order to avoid confusion. If a special collection is a permanent part of your library all catalog cards for items within the collection should be labeled in some way to indicate location. Naturally some labeling of the materials themselves is necessary. Avoid the establishment of special collections to honor benefactors or as memorials to individuals. Space must remain flexible. Moreover, with a constantly changing school population, the groups to whom the memorial is meaningful soon leave. The library is left with the work of maintaining these separate collections which, because they are static, become out-of-date. An alternative is placing a book plate with the name of the person being honored in the front of the book. This recognition is acceptable to most donors.

9. Vertical File

The vertical file holds such materials as pamphlets, maps, clippings, and pcitures. They are to be dated before being first put into the file to assist with weeding materials later. Good sources are The Vertical File Index, the government publications and Free and Inexpensive Learning Materials published annually.

The same subject headings as found in the card catalog ought to be used (Sears). Then cards indicating the presence of vertical file materials can be inserted into the card catalog. Headings used should be checked in the Sears volume. A list of the headings (which could be laminated) is kept on the top of the vertical file or inside the drawers.

Maintenance of the vertical file can be a real headache, especially if it is heavily used by students. Many librarians have found it necessary to assign one library volunteer the responsibility for keeping the file in order. This volunteer may not only file on a regular basis but also maintain a continual program of checking for misfiling. Assigning subject headings to newly acquired materials is, however, a professional responsibility.

10. Overdue Procedures

The efficient functioning of a school library is the responsibility of all who use it. A library is based on sharing. When library material taken out by a borrower is kept an excessive amount of time, damaged or lost, he denies its use to others. Librarians should remind borrowers of their responsibility to other library users.

If a student damages or loses materials, the librarian will ask the parent or guardian to pay for the loss. Central Office maintains a library fine account for each school.

Librarians should attempt to retrieve lost materials. But after an earnest effort has been made, the librarian should be sensitive about undue pressure.

Replacement prices should be determined through current price lists. If no current price is located, the following may be used as a guide for charges when prices are in question.

Books	$7.00
Paperbacks	2.00
Filmstrips	8.00
Records	6.00
Magazines	single copy price
Tape	7.00
Vertical File	.50 pamphlets
Reinforced paperback .	3.95

COLLECTING MONEY FOR REPLACEMENT OF MATERIALS:

When a lost book has been paid for, follow the procedures below:

1. A notebook is kept to record all transactions. Recorded information that is necessary:

    a. name and address of child
    b. classroom of child
    c. author
    d. title of material
    e. date
    f. type of material and call number
    g. the amount paid and form of payment (cash or check).

2. The circulation card is pulled and marked "paid" with the date. If the material is to be reordered, the card is placed in the TO BE ORDERED file. If it is not to be replaced, and it is the last copy, the catalog cards are pulled and filed in OUT OF CIRCULATION in case the material is later returned.

3. A three-part receipt form is filled out using the standard District forms. One copy is attached to the payment and sent to the Central Office to be deposited in the Trust Fund. One copy is attached to a thank-you note to the parent. The third copy is kept by the librarian in the back of the record book.

4. The office will deposit the money and record the deposit in the school account books. Copies of the deposit slip are sent to Central Office, to the bank, and the third is kept in the school office.

TO REPLACE MATERIALS FROM THIS ACCOUNT:

The bookkeeper in Central Office will be able [illegible] report how much money is currently in the account. Requisitions using this account need the principal's approval as usual and the purchase order is written up at Central

Office. Indicate on the requisition that it is to be charged to INSURANCE AND TRUST FUND along with your school name.

TO REFUND MONEY UPON RETURN OF LOST AND PAID FOR MATERIAL:

Notify district bookkeeper of the returned item, providing all recorded information:

1. Name and address of child
2. Author
3. Title of material
4. Date of payment
5. Type of material and call number
6. The amount paid and form of payment (check or cash--refunds for payments by checks should be held several weeks to insure check clearance)

Request that a refund be sent and record the deduction in the library record of the Trust Fund account.

a. Elementary Schools

Various methods are used for reminding students of overdue materials. Weekly or monthly lists can be sent to classroom teachers or individual notices can be sent. If materials are not returned after these notices, a letter can be sent to parent or guardian via the student. Letters are delivered by teachers to student to teachers are aware of the situation. If there is no response, a follow-up letter can be mailed to the parent or guardian. An example used by Prairie School is shown. Indicate on book card the number of letters sent. If the letter doesn't work, sometimes a phone call from the teacher or principal may help.

PRAIRIE SCHOOL

2102 East Washington Street
Urbana, Illinois 61801

Dear ______________________________:

______________________________ has had his/her name on the overdue
(child's name)
list for over one month. We have asked your child to return the materials, but this has not yet been done.

Would you please assist your child in making a search at home for the materials listed below? It is possible the materials have been misplaced. In cases when the materials are not returned, the school policy is that the parent is responsible for the replacement of any lost items.

If you have questions about your child's library record, please call the Prairie School Library, 384-3631. The librarian or library clerk will be glad to assist you in getting the situation corrected.

Sincerely,

Librarian

- -

PLEASE RETURN THIS FORM AS SOON AS POSSIBLE

______________________________ ______________
(child's name) (date)

I have helped my child to locate the items listed below:

____
(author, title and physical description)

____

Please indicate the consequence of this search:
____ I found the materials and will return them immediately with this letter.
____ We cannot find the materials and will pay for their replacement as soon as we are notified of the replacement price.
____ (other) ______________________________________

____
(parent signature)

b. High School and Junior High Schools

Dealing with overdue materials has been a flexible matter. In an effort to find an efficient way to get materials returned, a variety of techniques have been tried. The methods used depend on the number and type of overdue materials, the amount of staff time available, and the policies established by each librarian and principal. Some of these routines are:

1. Sending individuals notices of overdue materials. If staff is sufficient, this can be done frequently as materials become overdue. However, the interval has usually been monthly or even quarterly. It can be done daily using student helpers.
2. Posting lists of borrowers with overdue books.
3. Sending these lists to teachers, asking them to remind their students to return books.
4. Making separate lists for each teacher so that only this individual's students are shown.
5. After several notices to student, either individually or through his teacher, a notice is sent to parents, or the parent can be notified by telephone.
6. If Principal's Office will cooperate, asking the Principal to call in students who have overdue materials to demand their return.
7. Also, if cooperation is available, final grade reports can be held in office pending return of overdue materials. (This would be an inconvenience to student who would have to pick up his grades.)

11. Audiovisual Equipment

It is suggested that all audiovisual equipment be inventoried, circulated and maintained through the library. In order to make the best selection and to avoid unnecessary purchases all new equipment orders should be submitted to the library.

Every school should have a complete inventory of audiovisual equipment. The list ought to be divided into types of machines: filmstrip projectors, 16mm projectors, record players, etc. One copy could be on file in the school office, while a duplicate is filed in the library office.

In addition to a master list the librarian will find a card file essential. On a separate card for each piece of equipment would be this information: type of machine, brand name, model number, serial number, school number, year purchased, and cost. On the card would be listed the date each time a piece of equipment is repaired, the problem, and the cost. This assists in determining how useful the piece of equipment is and how expensive it is to maintain.

During the school year the circulation of equipment can be organized using the file cards. When the machine needs repair, a duplicate of the repair order is clipped to the card, and the card then is filed under REPAIR until the equipment is returned to the building. The teacher may be given another machine to use permanently or to use until the machine is returned from the repair shop.

In this way the librarian knows where every piece of audiovidual equipment in the building is housed. All repairs are channeled through the librarian. At the present time the Urbana School District has contracted with a single company to repair and maintain the equipment. During the summer the company cleans and checks selected equipment. Minor repairs are done by the librarian, the custodian, or other knowledgeable persons.

Each machine should have an inventory and maintenance record and be indelibly labeled with the name of the school and an identification number. It is also helpful to label and number all other items such as headphones, extension cords, microphones, etc.

SAMPLE REQUEST FORM

EQUIPMENT REQUEST FORM

Urbana Jr. High School-Fisher Campus
Audiovisual Department

TEACHER____________________ DATE WANTED____________________

ROOM__________HOURS__________ DATE TO BE PICKED UP________HR______

Number

____ 16mm Projector
____ Super 8mm Projector
____ Filmstrip Projector
____ Filmstrip Previewer
____ Sound Filmstrip Projector
____ Slide Projector
____ Slide Previewer
____ Reel to Reel Tape Recorder
____ Cassette Tape Recorder
____ Record Player
____ Overhead Projector
____ Opaque Projector
____ Screen
____ Extension Cord
____ Headsets (Earphones) Jackbox
____ Television Set
____ Video-Tape Recorder W/TV Playback
____ Video-Tape Recorder W/Camera
____ Projectionist
____ Other

RESERVE EQUIPMENT: SEND TO AUDIOVISUAL CENTER ONE DAY PRIOR TO USE

The librarian or audiovisual specialist should train student projectionists early in the school year. One or two volunteers could be sent from each teacher's class. Independent volunteers, as well, should be encouraged to participate. Projectionists can be taught to operate as amny machines as necessary, depending on their ages and abilities. There should be follow-up workshops for projectionists throughout the year. Projectionists may be given a card (see example) when they have completed their training so that they may have evidence of their expertise. Students who have not had training should not operate machines in the classrooms.

ORIENTATION TO AV EQUIPMENT

Name________________________ Date________________

16mm projectors

☐ Singer/Graflex
☐ Bell & Howell Autoload
☐ Bell & Howell Manual-load
☐ Eiki/International
☐ RCA

Threading
Focus
Framing
Sound/Volume
Rewind
Replacement of bulb

Other Equipment

☐ Overhead projector
☐ Filmstrip projector
☐ Opaque projector
☐ Film loop projector
☐ Record player
☐ Reel to reel tape playback
☐ Cassette tape playback

12. Salesmen

Salesmen will stop in now and then to personally discuss new materials and to explain special offers and discounts. You will need to set up a policy for yourself and inform the office of your policy.

Some suggested policies:

1. See salesmen only after school hours.
2. Have them call a day in advance to schedule an appointment during a free period.
3. Have office buzz you when they come to office and see if you are available for a meeting.
4. Have office send them down with the understanding that if you are with a class or otherwise occupied, they will have to wait.

D. Supplementary Resources

1. Curriculum Library

The Curriculum Library serves as a cataloging and processing center for all school libraries and houses and circulates the district collection of professional literature, as well as some films, filmstrips and other media. The staff consists of a cataloger and a clerk. A catalog of Curriculum Library materials is distributed to teachers each fall.

Location:	Urbana Junior High School Brookens Campus - Room 130C
Hours:	7:30 a.m. - 4:00 p.m.
Phone:	384-3573

2. Inter-Library Loan

Librarians may borrow from other Urbana school libraries: Requests may be in writing or by telephone directly to the schools. To determine which school has the material desired, have the Curriculum Library check their shelf list catalogs.

3. Lincoln Education Center (Teacher Center) - located in rooms 317-318 at Brookens Junior High School. Hours are from 8 a.m. - 12 p.m. and 1 - 4:30 p.m. during the academic year. Usually open the first week of summer school. There are two resource consultants available by appointment plus varied instructional materials for use by the district staff.

4. Champaign County Film Cooperative - see page 128

5. Public Libraries

Urbana Free Library	367-4057
201 S. Race	Children's Dept. 367-4069
Urbana, Illinois 61801	Archives 367-4025

4 week loan privileges to teachers

Champaign Public Library 356-7243
505 S. Randolph Street
Champaign, Illinois 61820

Reading & Information Service	356-7243
AV Loan Service	356-7252
Children's Department	356-3980
General Services	356-8207
Douglas Branch	356-4455

4 week loan privileges to teachers

247

6. Lincoln Trail Libraries 352-0047
Interstate Drive
Champaign, Illinois 61820

7. University of Illinois
(Information number) 333-4666

Permits issued annually to school personnel granting undergraduate lending privileges.

8. Parkland Jr. College Library 351-2240
2400 W. Bradley
Champaign, Illinois 61820

Print and nonprint materials obtainable through interlibrary loan at Lincoln Trail.

9. Human Resources File and Field Trip File--consists of file of occupations, hobbies, and interests of people in the community. Advantageous to revise file annually. Use University of Illinois staff directory for this program. Sample forms for cover letter are attached. Some librarians make this form available during P.T.A. Open House with a request for parents to fill it out, if interested.

HUMAN RESOURCE QUESTIONNAIRE

(Please fill out and return to the library)

Name____________________ Phone (home)__________

Address____________________ Phone (business)________

lived in
Countries or States traveled in____________________________

Hobbies/Interests: In which of the following do you have skills or interests that you would be willing to share? (Please check)

Art________
Dance________
Drama________
History______
Language_____

Literature_____
Magic_________
Mathematics___
Music_________
Instrument___
Voice________

Photography_________
Puppetry____________
Travel______________
Weaving_____________
Other (tell us)_____
____
____

**Do you have movies, slides or samples of your area of interest that you would be willing to share? Yes________ No________ If yes, please describe:

____

____

Collections: Do you own any collections? Yes_____ No_____ Would you be willing to come in to talk about your collection? Yes_____ No_____ May pupils handle your collection? Yes_____ No_____ Would you prefer to have your collection displayed only in a locked case? Yes_____ No_____

Antiques____________________
Art Works___________________
Coins_______________________
Costumes____________________

Dolls____________________
Rocks____________________
Science specimens, what sort?
____
Other (tell us)__________

Occupation: Would you be willing to talk to the pupils about your work or specialty? Yes_____ No_____ Could you help us arrange a trip to your place of employment? Yes_____ No_____

Aeronautics_____
Architecture____
Art_____________
Biology_________
Botany__________
Clothing________

Community Service_____
Construction__________
Education_____________
Engineering___________
History_______________
Home Economics________

Mathematics_____
Medicine________
Radio, Television
____
Other (tell us)
____

Many Urbana parents have skills or areas of knowledge that would be of value to the educational program of the school. What would be the best time to contact you?

Time__________ For what days?____________ How far ahead?_______

10. Community Resources

    a. Champaign Historical Society: Newsletter

    b. Anita Purves Nature Center

    c. Minority-multi-cultural community resources file. Notebook in each school library contains people, places, organizations in the community.

    d. Directory of activities for the young child in Urbana-Champaign, Area Right-to-Read Council and the Urbana Free Library.

E. Miscellany

1. Substitutes

It is suggested that a file be kept of library substitutes so that recommendations can be made when needed.

Every librarian should have a substitute folder some where on her desk containing schedules, procedures, and other pertinent information. In addition an up-to-date lesson plan book should be easily accessible.

2. Gifts

Be sure that gift books are in condition to be added to the collection and are of the caliber you wish to have in your library. If the books are not worth adding, accept with thanks. People think they are being kind, so every effort should be made to avoid a slight to material given. Some tactful acceptance without a guarantee that the book will appear in your library is best.

A book plate with the name of the donor may be added. If the book is not of quality binding and you feel it won't last long you may wish to circulate it with only minimal cataloging.

3. Reserve Systems

When teachers or students find that the book they want has been checked out, it can be a frustrating experience. Librarians can lessen that frustration by extending to them the courtesy of a simple reservation service.

Have a supply of reserve slips available on the charging desk.

Sample:

Reserve Slip

Author____________
Title_____________
Your Name_________
Room No.__________
Date______________

Students may fill out the slip and place it in a special place on the desk. Later the slip will be clipped to the appropriate card in the circulation file. When the book is returned, the reserve slip will be noticed on the card and the book can then be checked out and delivered to the student.

New books may be displayed with special reserve forms attached.

Special holiday collections may be made available for teachers to inspect and reserve. Details of this valuable service will be explained in the section of this guide entitled "Services to Teachers and Students."

APPENDIX

SOME ALPHABET ACTIVITIES

1. The student selects a letter of the alphabet and writes down as many people's names as can be thought of that start with that letter. The names should then be put in alphabetical order. A second student should count the names, write the number at the bottom of the sheet, check the correctness of the alphabetizing, and place the list in a folder at the learning station. Other children can select another letter and list names beginning with the letter they choose. The student having the most names beginning with the same letter correctly alphabetized wins.

2. Have about 12 to 15 books that begin with the same letter at the learning station. Have two students work together to arrange the books in correct alphabetical order.

3. Students pretend they are detectives in the home of a suspected robber. A note has been found, but it is in code. They have to put the words in alphabetical order to find the robber's hiding place.

   Put the following words on cards and put in an envelope marked "clues":

   from, real, directly, gate, secret, a, garden, beside,

   eight, bush, treasure, holds, basket, east, feet.

4. Have a bulletin board zoo of imaginary animals with strange names. Allow students to draw and post their animals, with the understanding that the animals in this zoo must be caged in alphabetical order. This will cause considerable rearranging of pictures, but it should be understood that this is the student's responsibility.

PARTS OF THE BOOK ACTIVITIES - THIRD GRADE

Index Rummy

The game gives practice in alphabetizing. There are 40 cards for 4 players. Each player is dealt five cards, then draws and discards from the rest of the pack as in rummy. The first player to have 5 cards with the same initial letter, arranged alphabetically, wins. Cards may be labeled as follows:

ants
animals
axle
angora
amber

bat
bee
beaver
brand
border

catbird
coal
cover
crow
crawfish

dishwasher
doormat
dents
drum
duck

eel
eider
elephant
eggplant
engine

fig tree
fir tree
fishery
flounder
fluke

gander
goat
gum tree
griffin
ginko

haddock
hound
horse
honey
heather

Index Bingo

This game is designed to give practice in placing subtopics under topics. There are four players and each is given a card, labeled with a topic. The topics are: Automobiles, Electricity, Clothing, Swimming. One player draws subtopic cards from a box and reads the phrase. If the player thinks the phrase applies to his topic, he covers a square. The winner is the one covering the 9 squares on his card first. Subtopic cards:

wiring, sparks, trunks, wheel, tire, battery, cylinder, fuse, toaster, meter box, generator, high tension, voltage, power company, carburetor, shirt, cap, suit, water, butterfly, diving, splashing, surfboard, racing, free style, floating, boot, jeans, belt, overcoat, slacks.

Index Maker

The student chooses a "book," then chooses five index entries, and fastens them with paper clips to the book. The book can be a piece of paper folded lengthwise with a title on the front. Five paper clips are placed along the inner edge. The topic cards are about 2" x 4" in size. This activity can be timed.

Possible Titles:	Fire: Friend or Foe	Insects	
Index cards could be:	matches	bees and honey	cockroaches
	history	ants	history
	manufacture	stinging	harmfulness
	fireplaces	termites	flies
	forest fire	grasshoppers	types
	camping	mosquitoes	dangers
	house fires	diseases	
	fire prevention	control	

Possible Titles:	Accidents		Traveling	
Index cards could be:	bathtub	ice	roads	advantages
	slipping	steps	main	hiking
	rugs	sidewalks	detours	U.S.A.
	sliding	thin ice	airplanes	Europe
	wiring	cars	speed	bicycling
	care	speed	cost	care of bikes
	loose wires	roads	buses	tours
	plugs		speed	

Mixed Up Printer

This activity gives practice in arranging the chapters by order of pages. Use a pocket chart with ten pockets. Fasten it to the wall. You will need five envelopes. One envelope should contain the "Topic Cards." Topic cards are: Riding, Ghosts, Fishing, Track. When a student draws a "Topic," he must arrange the "Chapter Cards" from one of the other four envelopes. The other players time the player as he arranges the Chapter Cards in the pocket chart. If all chapters are correctly arranged, the player with the shortest time wins the game. The Chapter Cards are listed below.

Set 1:		Set 2:	
Choosing a Horse	p. 7	Creaking Doors	p. 86
Saddles	p. 23	Ghosts	p. 78
Trotting	p. 35	Castle	p.124
Horse Show	p. 67	Fear	p.260
English Style	p.100	Dead Hand	p.291

Set 3:		Set 4:	
Fierce Sharks	p. 5	Jogging	p. 2
Marlin	p. 77	Jumping	p. 60
Casting	p.150	Hurdles	p. 74
Bait	p.200	Skipping	p.124
Grunion	p.248	Walking	p.199

This is a continuation of the above game. Each player chooses a topic of his own and, using blank cards, writes chapter titles and page numbers of his own. He may include article titles and write in himself or his classmates as authors. When the players complete their new sets, they may again play the game described in activity one.

Chapter Rummy

There are four players and each is dealt a "Chapter" card which he looks at and places face down in front of him. Headings of chapter cards are: Chapter I Water, Chapter II Soil, Chapter III Animals, Chapter IV Air. Sixteen subtitle cards are dealt. By drawing one card from each other in sequence, the player wins who first completes his appropriate set of subtitles.

Subtitle cards:

River Pollution
Ocean Pollution
Chemicals in Water
Detergents in Water
Normal Soil
Preventing Erosion
Soil Enrichment
Soil Nitrates
Wildlife and Highways
Herbicides and Animals
Protected Species
Wilderness for Animals
Car Exhausts
Factory Smoke
Air Analysis
Air Purification

FL-FQ 21

CARD CATALOG QUESTION CARD - FOURTH GRADE

1. Who wrote *Flash*?
   (Louise Dyer Harris)

2. How many books by Louise Lee Floethe?
   (9) (Answers will vary for each library.)

3. How many books do we have on Chinese Folklore?
   (Remember the drawer you are in, FL-FQ)
   (5) (Answers will vary for each library.)

4. How many pages in *The Forest*?
   (192)

5. Who photographed and wrote the story *Foxes in the Woodshed*?
   (Lilo Hess)

TREASURE HUNT PUZZLES - FOURTH GRADE

Puzzles are made from mounted magazine pictures cut in six pieces.

Preparation - Hide all six puzzles no earlier than ½ hour before the hunt is to start. Be sure to put X's next to the call numbers that have puzzle pieces in them. Put the title of the puzzle on the top of the map. Have small white note sheets available.

Organization -

1. Explain that the class is going on a treasure hunt to find eight pieces to a puzzle.
2. Tell the class:
   Since this is a treasure hunt, you will need a map--
   Explain the map and the meaning of the X's.
   Only those books with X's have pieces in the pockets.
   There will be teams and prizes for the two teams who complete the puzzle first and second.

3. All games have rules; these are the rules for this game:
   a. Take your team to your assigned table.
   b. Decide who will be looking for what piece.
   c. You may wish to write down the number on a note sheet.
   MASTER MAP WILL REMAIN ON THE TABLE. (This is so it will be there if someone finds a piece and needs to look for another one.)
   d. No one person should try to put the puzzle together until all eight pieces have been found.

SPECIAL POINTS TO HELP OUT THE LIBRARY AND THE TEAMS:

1. Searchers must use sliders. No books are to be taken off the shelf and brought to tables. Look for piece right at the shelf and return it immediately. TEAMS ARE DISQUALIFIED IF THIS IS NOT FOLLOWED.
2. Sometimes there will be two books with the same number and title. You will have to look at both.
3. When you find a piece, scratch off that title on the map so no other teammate will waste time looking for a piece that is found.

To begin hunt: Count students and come up with a good multiple for the teams - 4 or 5 members is best.
Tell them you will select the teams and assign them a table.
Take the sliders you need for one team and pass them out and give one member the map. Tell them which table to go to.
No team may start until all teams and tables are assigned. They should return to their teams' table 5 minutes before the period ends at your signal.
Ask them to be quiet and then let them start, if they finish ahead of time report to you. (Allow them to browse but not to disturb the other searchers.)

END of the game - Call students back to their home tables.
Announce the winners.
While the rest of the class is lining up, give out the prizes. (Usually one page of a sticker book.)

Sample Treasure Map (Have as many maps as puzzles.)

TREASURE HUNT BOOKS

DIRECTIONS: Inside the pocket of the books checked with red, you will find a piece to a puzzle. After you have found all eight pieces, put the puzzle together, if you can. (Use the call numbers to find the books.)

152.1 B	Faces, Brenner
422 M	Dandelions don't bite, Myers
511 O	Odds and ends, O'Brien
525 S	Let's find out about spring, Shopp
574 S	Is this a baby dinosaur, Selsam
581 B	Down come the leaves, Bancroft
595 Coo	Nocturnal world of the lobster, Cook
598.1 Z	Snakes, Zim
639 V	Wild animals as pets, Villard
811 T	Casey at the bat, Thayer
998 O	Conquest of the North and South Poles, Owen

PARTS OF THE BOOK GAME - FOURTH GRADE

Set up the board as follows:

Make cards for each part of the book.
Hang card chart from the movie screen.
Put the card that says "Beginning" on the top left, and the one that says "End" in the top right.
Put all the other team cards on the bottom standing up rather than across on the bottom.

Divide the class into two teams. Choose a scorekeeper.

Your job will be to keep time and call on the contestants. The object of the game is to first, tell whether the parts on the cards are at the front or back of the book and to identify what the part is.

Play of the Game:

1. Call on students in the order they are sitting and remind them they may not help any of their players. If they do, the question will go to the other team.

2. First student has 20 seconds to select a card and put it under either of the headings (Beginning or End). This should correspond to where the book part will be found in the book. If they get it right, their team gets 5 points and has the opportunity to get five more by having the next person identify what the part of the book is. If that next person doesn't know, the next person has a chance for 3 points to identify the part.

3. If no one on the team can identify the part for the 3 or 5 points, or has misplaced the part of the book, the other team can get 3 points if they can identify the part. Call on players in order so everyone gets a chance to either pull a card or answer a question.

4. If neither team can identify the part, grant one point to any student who can (alternate teams for answers). You may tell them if still no correct answers.

EACH TEAM SHOULD GET 7 QUESTIONS, though they may get more points by answering the other teams missed questions.

Answers for the Board:

Place in book		Definition
Front	ACKNOWLEDGMENT	Thank-you note to someone who has helped with the book in some way
Back	BIBLIOGRAPHY	List of books the author may have used when he was writing the book
Back	APPENDIX	Some extra information in case you need it when you are reading the book
Front	COPYRIGHT DATE	The year the book was written
Front	DEDICATION	Whom the book was written for or to
Front	FOREWORD	Tells a little about the book
Back	GLOSSARY	A dictionary of words used in the book
Front	ILLUSTRATOR	Person who drew the pictures
Back	INDEX	List of subjects in the book in alphabetical order and the pages you will find them on
Front	LIST OF ILLUSTRATIONS	A list of the pictures in the book and the pages you will find them on
Front	INTRODUCTION	Tells a little about the book
Front	PREFACE	Tells a little about the book
Front	PUBLISHER	Company that made the book, found on the title page
Front	TABLE OF CONTENTS	List of the chapters in the book and the pages on which they start
Front	TITLE PAGE	A page that tells you the author, title, illustrator, publisher, and place of publication

NOTE: You might want to mention that it is important for the chooser of the card to be sure he knows where the card goes and be sure the next person will be able to tell what it is he has chosen.

WORKSHEET FOR PARTS OF THE BOOK LESSON - FOURTH GRADE

Name ______________________ ______________________

____

☐ Foreword
☐ Copyright Date
☐ Table of Contents
☐ List of Illustrations
☐ Dedication
☐ Acknowledgements

Title of Book ____

				ACKNOWLEDGEMENTS	DEDICATION	LIST OF ILLUSTRATIONS	TABLE OF CONTENTS	COPYRIGHT DATE	FOREWORD	MASTER CHART PARTS OF THE BOOK FOURTH GRADE
				X	X		X	X	X	Ripper Bats
					X		X	X	X	All About Whales
					X	X	X	X	X	All Kinds of Seals
							X	X	X	Animals of East Africa
				X	X		X	X		Rats and Mice
				[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	Friends and Foes of Man
						X		X		Baboons
				X			X	X	X	Born Free
							X	X	X	The Mammals
				X	X	X		X		Koalas Live Here
					X	X	X	X	X	Grizzly Country
				X	X	X	X	X	X	All Kinds of Seals
					X			X	X	Killer Whale
				X	X	X	X	X	X	The Otters' Tale
							X	X	X	Primates
							X	X		Whales & Other Mammals
					X		X	X	X	Tiger
				X		X	X	X	X	Friendly Dolphins
					X		X	X	X	Giant Panda
					X		X	X		Rascal
					X	X	X	X	X	The Great Apes
				X			X	X	X	Thor
				X			X	X	X	1st Bk. of Trop Mammals
					X			X	X	Biog. of a Rhino
				X	X			X		Here Come the Beavers
				X	X			X		Here Come the Seals
							X	X	X	Little Calf

A TREASURE HUNT - FOURTH GRADE
Use after Completion of Card Catalog Study

Materials: Six sets of 8 to 10 clues. Each set on a different color construction paper. Six "treasures" (small bags of cookies or candy to be distributed among all team members).

Set up: Arrange each set of clues in a different sequence and number them. Hide the clues in the sources you've selected keeping the first clue to give to the team. Hide a one-team sequence at a time - it's easy to get mixed up!

Examples:

Given to "Pink" team with note, "Your number is 10"	1.	Caddie Woodlawn is a very popular book in our library. Did you know there is another book about her too? The title has a word in it that is a food we like to eat in the summertime.
Hidden on page 10 of Magical Melons	2.	I'm looking for a book I can use to make up a secret code. The card catalog tells me this is written by Sam Epstein.
On page 10 of First Book of Codes & Ciphers	3.	Some of the silliest stories in the library can be found in this book by Marie Leach. See if you can find it--its title has the word "Nitwits" in it.
On page 10 of Noodles, Nitwits & Numskulls	4.	In one section of the library we keep a file of pictures, pamphlets and articles. Look under "Scouting" for your next clue.
"Scouting" in Vertical File	5.	An enormous book that stands alone has a map of the Land of Lincoln. Look for the next clue there--at the state where we are right now.
School & Library Atlas Map of Illinois	6.	Homer Price is one of the funniest boys who ever lived. If you enjoyed his adventures with the donut machine and the radio robbers, you'll probably enjoy this book about his further adventures. The title of this book is the name of the town where Homer lives.
On page 10 Centerburg Tales	7.	We have a holiday in February to celebrate a famous man's birthday. I'd like a book about him and the card catalog says there is one 921 by Enid Meadowcroft. L

Page 10 of *Abraham Lincoln*	8.	The *fattest* book in the library contains your next clue. Look up the word "atom."
In *Webster's Unabridged Dictionary* - atom	9.	An exciting mystery can be found in the "Easy" section of the library. It is written by William Péne Du Bois and the title is *The Alligator Case*.
In *The Alligator Case*, page 10	10.	Look under the brown pillow on the stage for your treasure.

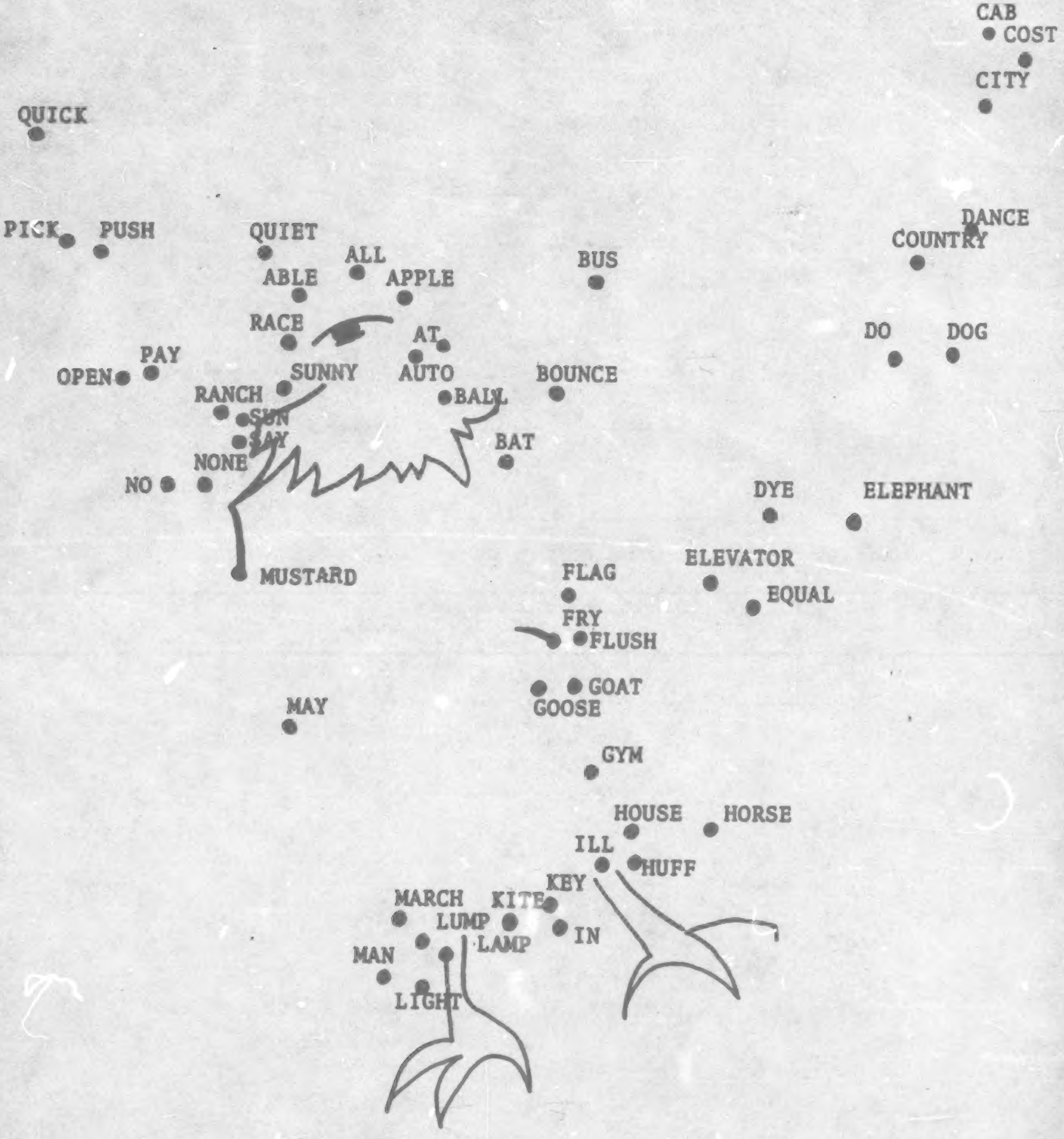
Procedure:

Each team is assigned one color and number. While every team may have the same clues, they will appear in different sequences so that no teams will be looking for the same materials at the same time.

Explain that teams will always find their clue on the page of the book that is the same as the number assigned to them. Divide the class into six teams. Remind each team that this isn't a race. There is a treasure for everyone when the course is completed. Caution them to open books carefully so no one else's clues are lost and to replace them correctly on the shelves so that other teams can find them. Pass out the first clues to each team. Their assigned page numbers can be written on a slip inside a "Baggie" used to keep clues in as they find them.

The teams are led from one clue to the next utilizing all the library skills they have learned so far.

AMERICAN EAGLE DITTO - ALPHABETICAL ORDER
FIFTH GRADE DICTIONARY SKILLS


CAB
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ILL
HUFF
KEY
MARCH
KITE
LUMP
IN
LAMP
MAN
LIGHT

DICTIONARY ACTIVITIES - FIFTH GRADE

(Thorndike-Barnhart Beginning Dictionary - 1968 Edition)

Name Dictionary 3

DICTIONARY JUMBLIES

DIRECTIONS: Answer the questions using your dictionary. The letters that are circled will give you a secret message when you put them in the line.

1 What is the first guide word on page 733?

○ ____ ____ ____

2. What is the next entry word after moo?

____ ____ ○ ____

3. What is the last entry word on page 636?

____ ○ ____ ____ ____

4. What is the first entry word on page 94?

○ ____ ____

5. What is the entry word before crystal?

____ ○ ____

6. The second entry word on page 253 is?

____ ____ ____ ○

7. What is the name of the dog pictured on page 306?

○ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

8. What is the guide word on page 317 that means "smile broadly"?

____ ○ ____ ____

9. What is the next entry word after easy?

○ ____ ____

10. What is the first guide word for the page where you find ball?

____ ○ ____ ____

11. What is the last guide word on the page where you find teacher?

○ ____ ____ ____

1	2	3	4	5	6	7	8	9	10	11
○	○	○	○	○	○	○	○	○	○	○

Dear Uncle John,

We just arrived home from a trip out west. We saw all kinds of __(1)__ and the __(2)__ was good most of the time. We drove __(3)__ the __(4)__ and in the __(5)__.

At the Grand __(6)__ I rode a __(7)__. We had a __(8)__ who took us down a __(9)__ __(10)__.

We brought home a lot of __(11)__ things. I like my __(12)__ __(13)__ the best.

Your __(14)__,

Dick

1 senery, scenry, scenery
2 whether, weather, wether
3 through, threw, throo
4 dessert, dezert, desert
5 mountians, mountans, mountains
6 Canyon, Cannon, Kanion
7 burrow, burro, buro
8 gide, giude, guide
9 stepe, steap, steep
10 trial, trail, trale
11 intresting, interesting, intristing
12 Indain, Indian, Indyan
13 moccassins, mocassins, moccasins
14 nefew, nephiew, nephew

WHAT WOULD YOU DO?

DIRECTIONS: This is a game for you to play against the dictionary. First guess the definition you think is right. Next look up the underlined word to see what the "expert" dictionary says. How many did you guess right?

guess

_______ 1. ...with a crony.

a) play a game b) eat it with catsup c) wear it

_______ 2. ...if you had some coke.

a) burn it b) drink it c) put it in a balloon

_______ 3. ...if you found pincers.

a) make ice cream b) put it in a tool box c) tell a policeman fast!

_______ 4. ...if you felt petulant.

a) be mean b) laugh and sing c) stay in bed and take aspirin

_______ 5. ...with a dromedary.

a) eat it for a snack b) ride it on the desert c) put it in the swimming pool

DIRECTIONS: The underlined word in each sentence below has more than one meaning listed in the dictionary. Decide which entry is used in the sentence. Write that entry on the line after the sentence. The first one is done for you.

EXAMPLE: The boom was lowered into the well. boom 2

1. The hunter held his bow steady as he aimed at the deer. __________
2. The big ship pulled close to the dock so the passengers could get aboard. __________________
3. Sally left her sweater on the bus. ____________________________
4. Bobby had to chop wood for the fire before dinner. _____________
5. The formula called for one gill of acid. ____________ __________

DIRECTIONS: Can you answer the questions below? You can if you use your dictionary. Watch out for words with more than one meaning. It's easy to be an expert when you use your dictionary. Try it!

1. Is an aviary a club for aviators? ______________________
2. Could you spear a fish with a gig? _____________________
3. Can you take a picture of an air castle? ______________
4. Can a yellow jacket fly? ______________________________
5. Could you ride in a smack? ____________________________

About 40 min./class

DICTIONARY GAME

Have answer sheet for each student.

Score					
	1	2	3	4	5
_____ mauve	0	0	0	0	0
	1	2	3	4	5
_____ leek	0	0	0	0	0
" "			"		
_____ total score					

Have 2" x 8½" slips available with the words listed from answer sheet. One word on each no more than 4 copies of each word. Each student will get one word slip. (Choose word unfamiliar to class.)

Explain 1. That each student is to write a definition for the word they have. One that they think someone else will believe as real. They can make the word any part of speech they wish. (Best to do after study of forms of definitions.)

2. Their definition should be a secret because no one will vote for theirs if they see it's theirs.

3. Ask students to put name on definition side and to only fold one time.

4. Teacher has a slip with correct definitions on them.

Playing game: Teacher asks all people with a certain word to come to the front. She collects all their definitions, mixes them up with her correct definition for the word and numbers them from one to five.

Then definitions are handed back to students with teachers keeping one.

Students read definition #1 first, #2 second, etc. The second time around students vote for one they think is correct by "X" the # circle they choose next to the word.

Teacher asks How many vote for #1, students who voted, count hands and write # on definition #1. Proceed through all definitions the same.

Audience gets 3 points for choosing correct definitions. Students with correct definitions indicate score on score line next to that word. Others receive nothing.

Definition writers get 1 point for everyone who voted for their definition (# is written on slip so it is not forgotten.) They return to seat and mark score for that word.

At end of game--Scores are totaled and winner should have the highest score. (Teacher should keep track of the # of the right definitions for each word.)

REFERENCE BOOKS - ACTIVITY
FIFTH GRADE

(Worksheet)

NAME________________________________ ROOM CODE______________

The World Almanac and Books of Facts, 1970

____

Music Dictionary

____

Webster's Geographical Dictionary

____

Concise Dictionary of American Biography

____

Webster's Seventh New Collegiate Dictionary

____

Goode's World Atlas

____

Golden Book of Quotations

____

The Encyclopedia of Sports

____

Rand McNally New Cosmopolitan World Atlas

____

Webster's Biographical Dictionary

____

1. When was Emily Dickinson born?
   Webster's Biographical Dictionary

2. Using the table of contents, find the Solar System Chart and write down the diameter of the sun.
   Rand McNally World Atlas

3. Use the index to tell which page the article on Football begins.
   Menke - Encyclopedia of Sports

4. Find one quotation by Carl Sandburg.
   The Golden Book of Quotations

5. Using the table of contents, what color is the United States on the Political World Map?
   Goode's World Atlas

6. Is a "mir" a village or a swamp?
   Webster's Seventh New Collegiate Dictionary

7. What is one thing that Julia Ward Howe is famous for?
   Concise Dictionary of American Biography

8. Is Mount Angel a mountain or a city?
   Webster's Geographical Dictionary

9. What is a dulcimer?
   Davis - Music Dictionary

10. What is the population of Georgia?
    World Almanac

ENCYCLOPEDIA WORKSHEETS - FIFTH GRADE

ALPHABETICAL ORDER

Directions: Put each group of words and phrases in alphabetical order. (Number 1 on the line for the one that comes first, 2 for the one that comes next, and so on until all the words are in the order they would be found in the encyclopedia.)

1. _____ Salami
_____ Bologna
_____ Ham
_____ Turkey
_____ Liver

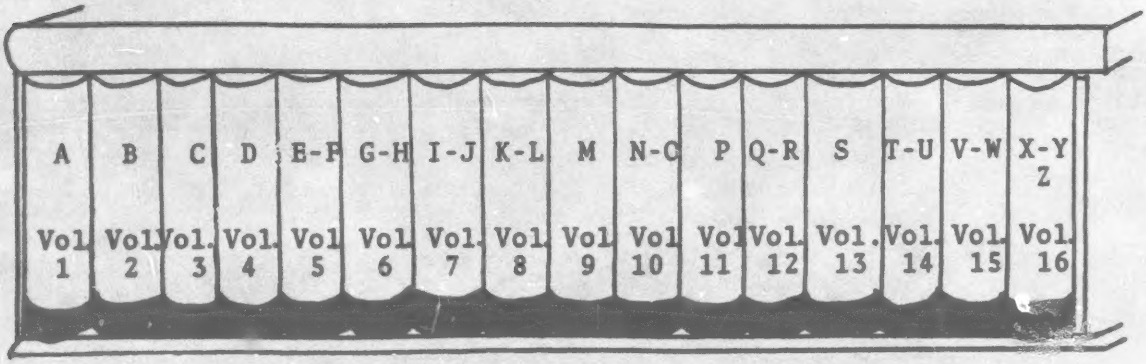
2. _____ Banana
_____ Button
_____ Baseball
_____ Balloon
_____ Brown

3. _____ Rescue
_____ Republican
_____ Revolution
_____ Research

4. _____ Redox
_____ Red Sea
_____ Redmond, Ed.
_____ Redcoat

Directions: Circle the one that comes first.

1. Trouble or Terror
2. Dead Sea or Deadline
3. Redwood or Red Sea
4. DeSoto, Hernando or Des Moines
5. Dinosaur or Dinosaur Canyon
6. Dog Sled or Dog Show
7. Dolphin or Dolomite


A Vol 1
B Vol 2
C Vol. 3
D Vol. 4
E-F Vol 5
G-H Vol 6
I-J Vol. 7
K-L Vol. 8
M Vol 9
N-O Vol 10
P Vol 11
Q-R Vol. 12
S Vol. 13
T-U Vol. 14
V-W Vol. 15
X-Y Z Vol. 16

Directions: Write the number of the volume in which you would look for the topics given below.

__________________ 1. William Penn

__________________ 2. rocket launching

__________________ 3. monkeys

__________________ 4. television

__________________ 5. John F. Kennedy

__________________ 6. cattle raising

__________________ 7. Germany

__________________ 8. Pennsylvania

__________________ 9. Clara Barton

__________________ 10. fish

Choosing the Key Word or Key Phrases

Underline the key word or words in each question. On the line before each question, write the letter of the World Book in which you would look for the answer. The first one has been done for you.

1. __S__ How large is South Carolina?
2. _____ What is an igloo made of?
3. _____ Are some mushrooms poisonous?
4. _____ What is vinegar made from?
5. _____ How many stars form the Big Dipper?
6. _____ Where is Prince Edward Island?
7. _____ What did John Dewey contribute to American education?
8. _____ Who founded the Girl Scouts?
9. _____ What does an artichoke look like?
10. _____ What books did Jules Verne write?
11. _____ Where was Scott O'Dell born?
12. _____ Through which countries does the Rio Grande flow?
13. _____ Can cats really see in the dark?
14. _____ Who were some famous pirates?
15. _____ Are horoscopes scientific?
16. _____ How does a lightning rod work?
17. _____ Why was Helen Keller considered such a remarkable woman?
18. _____ Are all tarantulas dangerous?
19. _____ Who was the architect of the Washington Monument?
20. _____ Where are the Everglades located?

USING THE ENCYCLOPEDIA-SUBHEADINGS

In a small group, help each other to use subheadings and answer the following questions.

Look up the article on Charles Darwin.

What are the three subheadings for this article?

____

____

____

For the next three questions, tell which subheading you would look under to find the answer, and then write the answer.

1. Who was Sir Frances Darwin and what was his occupation?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

2. What was the name of his ship on his voyage?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

3. Naue two books written by Charles Darwin.

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

Use the back of this to make up 4 more questions about your famous person. Leave space for "SUBHEADING" and "ANSWER" after each one so when you exchange sheets there will be room for someone else to answer.

In a small group, help each other to use subheadings and answer the following questions.

Look up the article on Lewis and Clark Expedition.

What are the four subheadings for this article?

For the next three questions, tell which subheading you would look under to find the answer, and then write the answer.

1. How long did it take Lewis and Clark to travel up the Missouri to Mandan Indian Country?

   SUBHEADING: ____________________

   ANSWER: ____________________

2. When did Thomas Jefferson tell Congress he wished to explore West of the Mississippi?

   SUBHEADING: ____________________

   ANSWER: ____________________

3. What were the full names of the two men chosen to lead the expedition?

   SUBHEADING: ____________________

   ANSWER: ____________________

In a small group, help each other to use subheadings and answer the following questions.

Look up the article on Ferdinand Magellan.

What are the six subheadings for this article?

____

____

____

For the next three questions, tell which subheading you would look under to find the answer, and then write the answer.

1. What was the Chief's name who killed Magellan?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

2. What island did Magellan plan to find a better route to?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

3. What was the name of the passage from Atlantic to Pacific Ocean that Magellan found?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

In a small group, help each other to use subheadings and answer the following questions.

Look up the article on Vasco de Balboa.

What are the four subheadings for this article?

____

____

____

____

For the next three questions, tell which subheading you would look under to find the answer, and then write the answer.

1. After discovering the Pacific Ocean, where did Balboa explore?

   SUBHEADING: ________________________________

   ANSWER: ____________________________________

2. What year did Balboa die?

SUBHEADING: ______________________________

ANSWER: ______________________________

3. What country was Balboa born in?

SUBHEADING: ______________________________

ANSWER: ______________________________

In a small group, help each other to use subheadings and answer the following questions.

Look up the article Marco Polo.

What are the three subheadings for this article?

____

____

____

For the next three questions, tell which subheading you would look under to find the answer, and then write the answer.

1. Who was ruling China when Marco Polo came there?

SUBHEADING: ______________________________

ANSWER: ______________________________

2. What did Marco's aunt and uncle train him to be when he grew up?

SUBHEADING: ______________________________

ANSWER: ______________________________

3. What is the name of the book he wrote after his visit to China?

SUBHEADING: ______________________________

ANSWER: ______________________________

SAFARI MEMBER____________________

SAFARI DATE______________________

WORLD BOOK ENCYCLOPEDIA

PLANT SAFARI

Part 2

Last week guides (guide letter, guide number, and guide word) helped us on Safari. This week we need "bridges" to help us get over the trail.

Two words serve as "bridges"

See and See also

See tells us to "go to" an article for information.

See also tells us to "go to" another article "for more" information.

EXAMPLE:

Strawflower see Batchelor Buttons

Lemons see also Citrus

---

1. Name the two kinds of cross-references.

____________________ ____________________

2. Do you find any information on the subject when you find a "see" reference?

____

3. In what volume would you find the article referred to in these cross references:

A. BITTERWEED see RAGWEED____________________

B. DELINQUENCY, JUVENILE see JUVENILE DELINQUENCY______________

C. TADPOLE see FROG____________________

D. NORDIC see RACES OF MAN____________________

E. MELODY see also SONGS______________________

4. In what volume did you find the first information referred to in these cross references?

A. CARDINALS see also BIRDS____________________

B. What does "see" mean when used in a cross reference?

____

C. What does "see also" mean when used in cross reference?

____

1. Blossom See______________________________
2. Orange Hawkweed See________________________
3. Russian Thistle See________________________
4. Moccasin Flower See________________________
5. Hickory Pine See___________________________
6. Acorn See also_____________________________
7. Pumpkin See also___________________________
8. Lima Bean See also_________________________

USING THE INDEX

Encyclopedia Americana

Dragon (astron.): see Draco
Dragon (keelboat) 29-635
Dragon (lizard) 2-719
DRAGON (myth.) 9-325
  Chinese art 2-480
  Flag 11-349,350
Dragon High Temperature Reactor Project, Winfrith Heath, Eng. 9-300; 20-511u
Dragon ships 28-364
Dragon tree (bot.) 9-324

Using the section from the index of Encyclopedia Americana, answer the following questions.

1. There are seven entries for dragon shown from the index of this encyclopedia. How many of the seven different dragon entries are about the mythological dragon?

____

2. How can you tell that it is about the mythological dragon?

____

3. What are the numbers of the volumes that have information about the mythological dragon?

__________ __________ __________

4. How many pages are there in this encyclopedia that have information about mythological dragons?

____

REFERENCE RACE QUESTION SHEET

1. Who was Amerigo Vespucci?
2. The outer layer of skin is called the ______________.
3. When a doctor tells you that he will have to remove your appendix, on what part of your body will he operate? (leg, chest or abdomen)
4. Which one of the Great Lakes lays entirely within the United States border?
5. All insects have how many legs?
6. The first airplane was flown in 1903 by ____________________.
7. On what continent is the country Tunisia?
8. What was invented by Cyrus McCormick in 1834?
9. What important product is associated with Brazil?
10. What does a camel store in his hump?
11. Name one marsupial.
12. Name the Union commander at the Battle of Gettysburg during the Civil War.
13. Into what lake does the Niagara Falls flow?

ANSWER SHEET FOR REFERENCE RACE

Team Members: ____________________

____

____

*Source should tell me the year of the World Book, volume and page of the answer.
Example: 77,WB,B, 179

1. NAME ____________________ SOURCE ____________________
ANSWER ____________________
2. NAME ____________________ SOURCE ____________________
ANSWER ____________________
3. NAME ____________________ SOURCE ____________________
ANSWER ____________________
4. NAME ____________________ SOURCE ____________________
ANSWER ____________________
5. NAME ____________________ SOURCE ____________________
ANSWER ____________________
6. NAME ____________________ SOURCE ____________________
ANSWER ____________________
7. NAME ____________________ SOURCE ____________________
ANSWER ____________________
8. NAME ____________________ SOURCE ____________________
ANSWER ____________________
9. NAME ____________________ SOURCE ____________________
ANSWER ____________________
10. NAME ____________________ SOURCE ____________________
ANSWER ____________________
11. NAME ____________________ SOURCE ____________________
ANSWER ____________________
12. NAME ____________________ SOURCE ____________________
ANSWER ____________________
13. NAME ____________________ SOURCE ____________________
ANSWER ____________________

ELEMENTARY
CALENDAR CLUE

This is an adaptation of the game of the same name available commercially from:

Relative Teaching Concepts
P.O. Box 8417
Richmond, VA 23226 $12.00

Much of the material in the commercial game is better suited for the junior high level and is used successfully at Fisher Junior High. Most fifth grade students are only able to solve the simplest of those "mysteries."

Materials: A large chart with squares (2½" x 2½") for each day of the week and for four or five weeks.

An answer box with a slot in the top.

A "Super Sleuth" chart for recording the names of those who have solved the weekly mysteries.

Several sets of clues written on tag board or poster board squares (2" x 2"). Laminating will help preserve them.

SAMPLE CLUE SETS

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Country	I am the smallest continent and the largest island in the world.	I am between 10°41' & 43°39' south latitude & between 113°9' & 153°39' east longitude.	The Great Barrier Reef extends along my eastern coast. It is the largest coral formation in the world.	My capital is Canberra.	Some of my interesting inhabitants are the kangaroo, koala, platypus, & dingo.	Australia

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
City	If you visit me, you can compare the size of the Wright Brothers Kitty Hawk with modern airplanes & visit the National Gallery of Art.	I am the home of the famous FBI laboratory & the Bureau of Engraving & Printing where money is made.	Here you can watch your Senators and Representatives at work in the Capitol Building.	There are three famous memorials to three famous presidents here.	The president of the United States lives here.	Washington, D. C.
Month	I was named for the Roman God of War.	One of the world's greatest scientist & the father of the atomic age was born in this month.	The inventor of the telephone was born in this month.	In the northern hemisphere plants & animals begin to come to life now.	A famous Irish holiday named for a saint is celebrated this month.	March
Sport	I was developed in 1887 by George W. Hancock in Chicago. I was originally played indoors.	I began to be played outside in 1895. Now I am played all over the world in more than 40 countries.	I am similar to baseball. I am played on a smaller field but I am larger than a baseball.	I am played by both men & women, boys & girls. I can either be fast or slow pitch.	My game lasts for seven innings.	Softball

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
State	I rank 21st in size among all the states, & I am the largest of the Southern states.	Some of my nicknames are "Empire State of the South," the "Peach State" & "Goober State."	Many Civil War battles were fought on my soil. I have a famous monument called Stone Mountain.	The first people to live in what is now my state were prehistoric Indians called Mound Builders.	President Carter was born in my state & once served as governor.	Georgia
Mineral	I am the hardest natural substance to man & also one of the most valuable gems.	I am a crystal made mostly of carbon. It takes me millions of years to be formed.	My size is measured in carats. One carat equals 200 milligrams.	There is only one mine in the U.S. where I can be found. It is near Murfreesboro, Arkansas.	In Europe & America I am considered the traditional jewel for engagement rings.	Diamond

288

Several additional sets of clues are available for copying from the Thomas Paine Library.

Procedure:

On Friday evening post a clue for Sunday and Monday. Beginning Monday morning students may submit their solutions to the Answer Box. Each student is only allowed two solutions per week.

Monday evening remove all answers from the box, clip them together, label them "Monday" and put them in an envelope in your desk. Post the clue for Tuesday. Repeat this procedure daily.

On Friday evening record the names of those who correctly solved the mystery should be recorded on the Super Sleuth Chart with the dates for that week. Be sure to list Monday's sleuths first, Tuesday's next, etc.

Post clues for Sunday and Monday.

ALMANAC WORKSHEET - SIXTH GRADE

USING THE ALMANAC

Be sure you have the Almanac reprints before you begin to work on this sheet. (It should have three pages and should not be taken from the library.)

INDEX PAGE

1. What are the subheadings under Ecology?

2. What page or pages are the following information found?

   a. the dirigible, Hindenberg ____________

   b. Sen. Thomas Eagleton ____________

   c. Battle of Dunkirk ____________

   d. Duckpin bowling ____________

   e. Thomas Edison's historic site ____________

   f. Eiffel Tower ____________

   g. Tallest building in Detroit ____________

3. What main topics would the following subject be under and on what page will you find information?

   a. Hurricanes ____________ ______

   b. Pyramids ____________ ______

   c. Price of eggs ____________ ______

   d. Seasons ____________ ______

   e. Population of Ecuador ____________ ______

ANSWERS ON PAGE 746

1. What was the name given to the 1969 hurricane that killed the greatest amount of people?

   ____

2. Which hurricane, typhoon, blizzard or other storm killed the greatest amount of people?

____

3. Where was a major tornado in 1967?

____

4. What were the dates of tornadoes in St. Louis, Missouri?

____

5. What exploded in Baltimore harbor in 1913?

____

6. What year had the most tornadoes in the U.S.?

____

ANSWERS TO BE FOUND ON 850

1. How big was the largest bluegill ever caught (weight and length)?

____

2. Where was a 58 lb. channel catfish caught?

____

3. When was a 22 lb. bass caught?

____

4. What kind of fish did Henrik Henriksen catch?

____

5. How long was the largest White Crappie?

____

SIXTH GRADE REPORT SKILL UNIT

Worksheet #1

Steps you need to always take when beginning to write a theme:

1. Think of all the possibilities and all the different angles.
2. Check the encyclopedia article on your Theme subject and look for other angles for your report that you might not have thought of.
3. In the area you intend to write about, think of some key words that will help you find the information you will need. (Encyclopedia can give you quite a few)
4. Look up your key words in the index of the encyclopedia to find any other information you can use in other places different from the main article.
5. Look up key words in the card catalog in order to find books that would be helpful.
6. Take notes.
7. Write down bibliographic information for all the places you received information.
8. Compile an outline from which you will write your paper.
9. Write your paper and turn it in.

SIXTH GRADE RESEARCH SKILLS

Worksheet #2

The article on Plants in the World Book Encyclopedia has the following divisions:

The Importance of Plants
Kinds of Plants
Where Plants Live
Parts of Plants
How Plants Reproduce
How Plants Grow
How Plants Change

Choose two of these subheadings:

______________________ ______________________

Get reprint of these sections from librarian and begin to look for key words and cross references. You will be using these key words and cross references later in your work, so choose them carefully. Find ten key words or cross references for each subheading you chose.

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Decide which of the subheadings you chose sounds the most interesting to you and look up your key words in the index to find where there is more information. (YOU MUST FIND THE LOCATION OF THREE DIFFERENT LISTINGS.) Write a code after the key word so you will be able to find the articles listed later.

SAMPLE CODE:

1973 Red WB D-176
1973 Edition Red World Book Vol. D Page 176

FIND ADDITIONAL INFORMATION IN THE ENCYCLOPEDIA

Worksheet #3

Use your key words as guides, and find three additional places of information in the encyclopedia.

1. Key Word______________________________
   Encyclopedia Title__________________________
   Edition_________________________________
   Volume__________________________________
   Page___________________________________

2. Key Word ____________________

Encyclopedia Title ____________________

Edition ____________________

Volume ____________________

Page ____________________

3. Key Word ____________________

Encyclopedia Title ____________________

Edition ____________________

Volume ____________________

Page ____________________

SIXTH GRADE RESEARCH SKILLS

Worksheet #4

FINDING BOOKS IN THE CARD CATALOG

Use your key words as guides, and find three books that will be helpful to your work. Check one of the books out, today.

BOOK 1

KEY WORD ____________________

Title ____________________

Author ____________________

Place of Publication ____________________

Year of Publication ____________________

Place on the Library Shelf ____________________

BOOK 2

KEY WORD__________________________

Title____________________________________

Author__________________________________

Place of Publication____________________

Year of Publication_____________________

Place on the Library Shelf______________

BOOK 3

KEY WORD__________________________

Title____________________________________

Author__________________________________

Place of Publication____________________

Year of Publication_____________________

Place on the Library Shelf______________

TAKING NOTES FOR A REPORT

Worksheet #5

1. Use the two subheadings you chose on the first sheet. Choose one as the title of your paper. (Choose the one you have a book for.)
2. Use three of the key words as your outline headings. They must be key words under the subheading that is your title.
3. Now begin to look for important information. You will be looking for notes in the reprint article from PLANT in the encyclopedia, in one other place in the encyclopedia and in your book.
4. Find five notes from each of these sources for your three outline headings. (Remember to indicate which note comes from which place.)
5. Use the yellow-lined paper to write down the notes on important facts you find.

EXAMPLE:

How Plants Change

I. Algae

A.
B.
C.
D.
E.

II. Ferns

A.
B.
C.
D.
E.

III. Insect-eating Plants

A.
B.
C.
D.
E.

HOW TO WRITE A REPORT
EVALUATION FORM

Worksheet #6

	4 pts. Very Good	3 pts. Good	2 pts. O.K.	1 pt. Poor	0 Inc.
1. Chose important words as key words					
2. Found 3 encyclopedia listings for key words					
3. Found 3 books on the key words					
4. Set up outline using key words for which information was found.					
5. Note writing					
6. Listed all locations of the information					
7. Notes have 3 sources-book and 2 encyclopedias					
8. Bibliography					
Totals					

Score for class ____________________

BIOGRAPHICAL REPORTING - SIXTH GRADE

Worksheet #1

A. Choose two subjects you enjoy reading about or that you would like to know more about.

______________________ ______________________

Now look up these subjects and find three names that are mentioned in the article in the encyclopedia.

______________________ ______________________

______________________ ______________________

______________________ ______________________

B. What would you like to be when you get older?

____

____

____

Look up one of these occupations and find three people who have something to do with the occupation or career you have chosen.

____

____

____

C. Choose a school subject you enjoy.

____

Look up subject and find 3 people famous in this area.

____

____

____

SIXTH GRADE RESEARCH SKILLS
(BIOGRAPHY)

Worksheet #2

Choose two of the people you have listed and find the following listings for each one:

2 Encyclopedia articles
1 People Encyclopedia listing
1 Book

#1 ______________________________ #2 ______________________________

Encyclopedia- ____

Edition ____

Vol. ______________________ ______________________

Pages ______________________ ______________________

Encyclopedia- ____

Edition ______________________ ______________________

Vol. ______________________ ______________________

Pages ______________________ ______________________

People Encyclopedia-

Vol. ______________________ ______________________

Pages ______________________ ______________________

Book- Author ______________________________

Title ______________________________

Publisher ______________________________

Year of Publication ____________________

Place of Publication ____________________

Pages used in notetaking

CHECK OUT YOUR BOOK NAME ____________________

BIOGRAPHICAL REPORTS

Worksheet #3

By today, you should have finished the following:

__________Worksheet #1 (Title-BIOGRAPHICAL REPORTING)

__________Worksheet #2 (Title-SIXTH GRADE RESEARCH SKILLS-BIOGRAPHY)

__________Checked out a book on the person you will do your report on and read it.

List the following information about the book you have checked out:

Person chosen____________________________

Author____________________________

Title____________________________

Publisher____________________________

Place of Publication____________________

Year of Publication____________________

Call number on spine____________________

HOW TO WRITE A BIOGRAPHICAL EVALUATION FORM

Worksheet #4

	4 pts. Very Good	3 pts. Good	2 pts. O.K.	1 pt. Poor	0 Inc.
1. Chose two people to research					
2. Found 3 encyclopedia listings for each person					
3. Found 1 book on the one person chosen					
4. Set up outline using key phrases for which information was found					
5. Note writing					
6. Listed all locations of the information					
7. Notes have 3 sources-book and 2 encyclopedias					
8. Bibliography					
Totals					
	Score for class				

THE REFERENCE RUN - SIXTH GRADE

This activity is designed to give children practice in using a variety of specialized reference tools and to help them develop a sense of competency and independence when dealing with reference materials.

These notes and transparencies are available for copying from the Thomas Paine Library

Step One - A lesson on taking notes from a lecture. A series of librarian-made transparencies is used.

Step Two - A series of lectures illustrated with librarian-made transparencies on the scope and arrangement of the following reference books.

1. Abridged Reader's Guide to Periodical Literature. H.W. Wilson.
2. Bartlett, John. Familiar Quotations, Fourteenth Edition. Little, 1968.
3. Carruth, Gorton, ed. The Encyclopedia of American Facts and Dates. Crowell, 1972.
4. Landau, Sidney, ed. The Doubleday Roget's Thesaurus in Dictionary Form. Doubleday, 1977.
5. The Statesman's Yearbook 1977-1978. St. Martins, 1977.
6. "Subject Index to Children's Magazines."
7. U.S. Bureau of Labor Statistics. Occupational Outlook Hardbook, 1976-1977 edition. Supt. of Documents, 1976.
8. Webster's Biographical Dictionary. Merriam, 1972.
9. World Almanac and Book of Facts 1977. Newspaper Enterprise Association, 1976.

These books were selected as the base collection because they represent a variety of types in scope and arrangement, they are relatively simple to use and they contain information that can be of interest to students.

Step Three - The Blue Course Center

Materials:

A. A set of 17 questions written with blue felt marker on 5 x 8 cards.

B. The books listed on previous page each easily identified by a large piece of blue tape on its spine.

C. A large stack of forms cut to 5 x 8 size that have spaces for:

Name: Room Number:
Question Number & Color:
Source:
Page: Answer:

D. Paper clips

E. Four boxes (catalog card boxes are good) labeled "Questions," "Paper and Clips," "Answers" and "Rejects."

F. A large chart with all the students' names listed vertically on the left side and four sections running horizontally forming a grid. The first section, the Blue Course, is divided into 17 parts and each is labeled from 1 to 17.

Example: Reference Run - Mrs. Pratt's Class

	THE BLUE STREAKS																	GREEN SUPREMES						ORANGE ELITES				PURPLE WHIZZERS			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	1	2	3	4	5		1	2	3		1	2	3	
Rod																															
Paula																															
Laura																															
Jeff																															
Diana																															
Scott																															

Procedure:

Each child selects any question at random and, referring to his lecture notes, selects one of the nine books in the center, fills out an answer form, clips the question and answer together and drops it in the box marked "Answers."

All answers are graded at least once daily and correct responses are recorded in blue felt marker on the chart. Incorrect responses are returned to the "Reject" box with an explanatory note.

All students are to complete all 17 questions.

Step Four = The Green Course Center

Materials:

A. A set of 18 questions written with green felt markers on 5 x 8 cards.

B. The following reference books labeled with green tape:

1. Asimov, Isaac. Asimov's Biographical Encyclopedia of Science and Technology. Doubleday, 1972.
2. Brewton, John E. Index to Poetry for Children and Young People 1964-1969. H.W. Wilson, 1972.
3. Grant, Bruce. American Indians, Yesterday and Today. Dutton, 1960.
4. Kane, Joseph Nathan. Facts About the Presidents, Second Edition. H.W. Wilson, 1968.
5. Kane, Joseph Nathan. Famous First Facts, Third Edition. H.W. Wilson, 1964.
6. McWhirter, Norris. Guinness Book of World Records, 1977. Sterling, 1976.
7. Morris, Richard, ed. Encyclopedia of American History. Harper, 1965.
8. Shipley, Joseph T. Dictionary of Word Origins. Littlefield, 1967.
9. Uder, Grant. A Dictionary of Chivalry. Crowell, 1968.

C. Librarian-produced cassette tape recordings explaining the scope and arrangement of each of the above books.

D. A cassette tape recorder and listening kit.

Procedure:

Students select any of the 18 questions in the set. They may use the pre-recorded tapes if they want information on the reference books or they may examine them and determine, if they are able, the use and arrangement of each.

The students then follow the same pattern as in the Blue Course using the same four boxes of material.

The Green Course is optional. The questions are more difficult than those in the Blue Course and more skill is required in reading and problem solving.

Step Five - The Orange Course Center

Materials:

A. A set of 14 questions written with orange felt marker on 5 x 8 cards.

B. The following reference books labeled with orange tape:

1. American National Red Cross. Standard First Aid and Personal Safety. Doubleday, 1973.
2. Asimov, Isaac. Words of Science and the History Behind Them. Riverside Press, 1959.
3. Brewer, E. Brewer's Dictionary of Phrase and Fable. Harper, 1973.
4. DeMontreville, Doris, editor. Third Book of Junior Authors. H.W. Wilson, 1972.
5. Douglas, George. American Book of Days. H.W. Wilson, 1965.
6. Lodewijh, T. The Way Things Work; Special Edition for Young People. Simon and Schuster, 1973.
7. Webster's Geographical Dictionary. Merriam, 1972.
8. Zehavi, A.M., editor. The Complete Junior Encyclopedia of Transportation. Watts, 1972.

Procedure:

Students select any of the 14 questions in the set. After examining the 8 books in this center they proceed as in the other centers.

The Orange Course is optional. It is the most difficult of all the sections of the Reference Run and required the highest degree of problem solving ability, reading ability and independence.

Step Six = The Purple Course

Materials:

A. A set of 10 questions written in purple.

B. All the resources of the library.

Procedure:

Students will select any of the questions at random and, using library resources such as encyclopedias, atlases, the card catalog and the books included in the Blue Course, complete the course utilizing the common forms and boxes.

All students are to complete all 10 questions.

Note: After completing the Blue Course the students may proceed as far as they are able on the Green and Orange Courses. They must complete the Purple Course but it may be done at any point.

REFERENCE RACE KEY

UNIT ONE BLUE

1. How many soldiers are in Iceland's army?
   None. Page 1032 Statesman's Yearbook or World Alamnac. pg. 542
2. How many movie theaters (cinemas) were in Israel in 1974?
   242. pg. 1076 Statesman's Yearbook.
3. What is the zip code for Urbana, Ohio?
   43078 pg. 259 World Almanac
4. In May of 1977 D. Mazonowicz wrote an article about cave drawings and the first hunters. In what magazine did it appear?
   Field and Stream. pg. 33 or 101 Abridged Reader's Guide Sept., 1977
5. I would like to be a fireman. How much money will I make as a beginner?
   $9,200.00 to 11,000.00 per year. pg. 185 Occupational Outlook Handbook
6. Where was T.V. actress Mary Tyler Moore born?
   Brooklyn, N.Y. pg. 396 1977 World Almanac.
7. W.S. Ellis wrote an article about the Loch Ness Monster that was in the National Geographic magazine in June, 1977. What was the title of that article?
   Loch Ness: the lake and the legend. pg. 96 and or 56 Abridged Reader's Guide. Sept. 1977.
8. Theodore Geisel is the pseudonym (other name) of a very well known person. Who is he?
   Dr. Seuss pg. 583 Webster's Biographical Dictionary
9. In 1963 Martin Luther King Jr. wrote something about injustice. Where did he write it?
   Letter from the Birmingham jail. pg. 1082a Bartlett's Familiar Quotations.
10. What are three other words you can use for "far-out"?
    Unconventional, avant-garde, advanced, wild, outlandish, bizarre, weird, strange, odd, way-out. (any three) pg. 246 Roget's.
11. Who said "If you have to ask what jazz is, you'll never know"
    Louis Armstrong pg. 1046 Bartlett's Familiar Quotations.
12. On Jan. 1, 1952, an important football game was played. What was the game and who won it?
    The Rose Bowl - Illinois won. pg. 579 American Facts and Dates.
13. What was Walt Disney's full name and where was he born?
    Walter E. Disney, Chicago. pg. 422 Webster's Biographical Dictionary
14. What's the opposite of tricky?
    Honest. pg. 733 Roget's
15. In April, 1977, an article on divorce appeared in a magazine for girls.
    What is the name of that magazine?
    Young Miss. pg. 15 Subject Index to Children's Magazines April-May 1977.
16. I would like to be a commercial airline pilot. How old do I have to be to get a license?
    18 years old. pg. 284 See Outlook Handbook
17. There is a famous quotation about a bear of very little brain. What is it that bothers him and who was he?
    Long words and Winnie the Pooh. pg. 970 Bartlett's.

UNIT TWO GREEN

1. What was the fine on the most overdue library book in the world and how long was it overdue?
   145 years $2. 646.00 pg. 219 Guinness Book of World Records
2. At what speeds did the first traveling sidewalk move?
   3 and 6 miles an hour. pg. 557 Famous First Facts.
3. The tribes of what Indian nation called their houses wigwams?
   Algonquin. pg. 335 American Indians.
4. From what three Oriental languages do we get the word ketsup?
   Malay, Japanese and Chinese. pg. 203 Dictionary of Word Origins.
5. One of the great tragedies of the Middle Ages was the Children's Crusade.
   Who led the disastrous expedition?
   Stephen. pg. 51 Dictionary of Chivalry.
6. If you add up all the children of all the Presidents, have there been more boys or more girls?
   Boys. pg. 303 Facts about the Presidents.
7. Caroline Lucretia Hersbel. Astronomy pg. 297
   Asimov's Biographical Encyclopedia of Science & Technology.
8. On what dates during the Civil War did the Battle of Chattanooga or Lookout Mountain take place?
   Nov. 23-25. pg. 242 Encyclopedia of American History
9. I would like a poem about a boa constrictor. Is there one and where can I find it?
   Yes. (Title Boa Constrictor by Shelly Silverstein - not asked for). Can be found in Cole - Oh what nonsense. pg. 51 Index to Poetry for Children.
10. Where is the world's largest chocolate factory?
    Hershey, Pennsylvania. pg. 343 Guinness
11. On Feb. 22, 1630, an exciting event took place. What was it and who was the Indian involved?
    Popcorn introduced to the Pilgrims, by Quadequina. pg. 464 Famous First Facts.
12. What was the Indian meaning of the word Illini?
    Man. pg. 157 American Indians.
13. For whom was the sandwich named?
    John Montagu, Earl of Sandwich. pg. 410 or 310 Dictionary of Word Origins.
14. The unicorn is an unusual beast that appears in many legends and drawings from the Middle Ages. Upon what real animal is this fabulous one probably based?
    Rhinoceros. pg. 334 Dictionary of Chivalry.
15. How many children did Abraham Lincoln have?
    4. pg. 101 & 303 Facts about the Presidents.
16. What scientist developed the centigrade scale for temperature?
    Celsius. pg. 159 Asimov's Biographical Encyclopedia of Science and Technology (#230 ok instead of pg. #)
17. Thomas Paine wrote the pamphlet called "The Crisis" that was so patriotic that it kept many soldiers from deserting the Revolutionary Army. What was the first line of "The Crisis?"
    These are the times that try men's souls. pg. 763 Encyclopedia of American History. (also pg. 596)
18. There is a poem which begins "By the shores of Gitchee Goomie." Who wrote it?
    Longfellow. pg. 64 and/or 464 Index to Poetry. (or 209)

UNIT THREE ORANGE

1. When did Charles Schulz, the creator of "Peanuts", decide to become a cartoonist?
   When he was in the first grade when he found he could draw Popeye. pg. 256 Third Book of Junior Authors.
2. Does Robin Hood's Sherwood Forest still exist today and if so where is it?
   Yes. Chiefly in Nottinghamshire, cen England, remains near Mansfield Rotherham and vicinity. (part or all is acceptable) pg. 1104 Webster's Geographical Dictionary.
3. The holiday we celebrate on April 1st is similar to what holiday celebrated in India the day before?
   The Feast of Huli. pg. 199 The American Book of Days.
4. In the old west the phrase "to draw a bead" on somebody meant to aim at them with a gun. What did the bead refer to?
   The foresight. pg. 306 Brewer's Dictionary of Phrase and Fable.
5. What is the fuel that makes a match burn?
   Sulfur. pg. 73 The Way Things Work.
6. How much weight could a Conestoga wagon carry?
   Four to eight tons. Complete Junior Encyclopedia of Transportation.
7. If you have frostbitten toes, should you rub them to get the circulation going?
   No. pg. 162 First Aid Handbook.
8. What kinds of pets does Natalia Belting have?
   Cats, dogs, goldfish, snails, toads, and turtles. pg. 37 Third Book of Junior Authors.
9. How high is Dead Man's Hill?
   About 6 miles. pg. 659 Webster's Geographical Dictionary.
10. Ground Hog Day is known by another name in some countries. What is that name?
    Candlemas Day. pg. 78 American Book of Days.
11. What is the basis for the term "Strike while the iron is hot"?
    Blacksmithing - the horse shoe must be struck while the iron is red hot or it cannot be molded into shape. pg. 870 Brewer's Dictionary.
12. How many colors are actually transmitted to a color TV set? What are they?
    Three (red, blue and green). pg. 218 The Way Things Work.
13. Which type of airplane engine uses more fuel, jet or piston?
    Jet. pg. 23 Complete Junior Encyclopedia of Transportation.
14. What should you do if you are stung by a bee?
    Use a cold application and soothing lotion as calamine. pg. 112 First Aid Handbook.

UNIT FOUR PURPLE - VARIED SOURCES

1. When and where did the game of football begin?
(Mid 1800s - New England) Sources will vary.

2. Find a book about rocks and find out what Metamorphic means.
(Changes form) Varied sources

3. Who was the tenth President of the United States and when did he serve?
(John Tyler 1841-1845)

4. Which city has the largest population, New York or London? Your figures must not be more than five years old.
(New York)

5. Find and name three countries that touch the Tropic of Capricorn.

6. Who was Langston Hughes and for what was he famous?
(Famous American Negro poet and author)

7. "Jack and Jill" magazine had an article on gorillas in their May, 1977, issue. What was the title of the article? (Gorillas are they monsters or pussycats?) Source: Subject Index to Children's Magazines, Vol. 29 No. 8-9, p. 20.

8. The first time a witch was executed in America was in 1648. What was her name?
(Margaret Jones. Source: American Facts and Dates, p. 19)

9. List two other books by the same author who wrote The Year of the Bloody Sevens.

10. How many books about Elvis Presley do we have in our library? What are their call numbers?

A Time Line on Ancient Egypt

1. Does the book Land of the Pharoahs have a section that will be helpful in answering questions about events that occurred in ancient Egypt and the rest of the world between the years 4000 B.C. and 500 A.D.? ______________________

2. What is the section called? ______________________

3. In what part of the book is it located? ______________

Use this section to answer the following questions:

1. What ruler of Egypt died about 1350 B.C. after the peak of civilization? (Tutankhamen)
2. When did the Exodus of Jews from Egypt occur? (about 1200 B.C.)
3. Did Cleopatra live during the time Egypt was ruled by Nubiars? (no)
4. What conqueror of Egypt founded the capitol at Alexandria? When? (Alexander the Great, 332 B.C.)
5. From the chart tell what was happening in the Near East, Africa, and Asia when Menes united the Nile people. (City-state civilizations develop from farming settlements in Tigris-Euphrates-Near East. First farmers in Indus Valley - Asia)
6. The warrior kings of Egypt drove the foreigners from Egypt before or after the Fall of Troy? (before)

SECONDARY
CALENDAR CLUE

Relative Teaching Concepts
P.O. Box 8417
Richmond, VA 23226 $12.00

"Calendar Clue" is a commercially-produced game which encourages students to use reference books in order to identify an answer after receiving intriguing clues. A large calendar is set up with blank squares for each day of the week. Under "Sunday" the type of question is posted on or written in--such as: "Animal Kingdom," "American Explorer," etc. Each school day a clue is added, and the answer is posted under "Saturday." The students discover the answer on Monday.

When a student wants to answer the question, he or she fills out a dittoed slip on which is written the student's name, the date, the time, and the answer. The slips are put in a special box and opened by the librarian on Friday afternoon. The first one to get the right answer is the winner for that week, and the principal announces the name over the intercom on Monday morning. All others who had the right answer are runners-up, and all the names are posted above the Calendar Clue game for the entire week. (The game is put on an easel in the middle of the library for easy access.) Each student is allowed only two answers in one week (to discourage guessing).

The questions are starred to indicate difficulty--1 star for the easiest; 2 stars for the in-between; and 3 stars for the most difficult. At the junior high level, the 3-starred items were the only ones used.

The librarian can create her own clues; and it adds to the fun to correlate the clues to news or school events occurring during that week.

312